



Beaverton School Board Business Meeting

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, September 26, 2023 7:00 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

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| I. OPEN MEETING | |
| A. Call to Order | |
| B. Attendance | |
| C. Land Acknowledgment | |
| D. Agenda Review | |
| II. STUDENT PERFORMANCE | |
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| III. SUPERINTENDENT'S REPORT | |
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| d. JHFF/GBNAA Suspected Sexual Conduct With Students and Reporting Requirements (adopt), JHFF Reporting Requirements Regarding Sexual Conduct With Students (delete) | 254 |
| VIII. BOARD COMMUNICATION | |
| A. Comments by Individual Board Members | |
| IX. CLOSE MEETING | |
| A. Closing Comments | |
| B. Adjourn | |

School Board Comments
September 26, 2023

Good evening Supt. Balderas, Board Chair Pérez and members of the School Board.

For the record my name is Lindsay Ray and I am a high school math teacher currently serving as the president of the Beaverton Education Association.

The Education Northwest report on the middle school schedule will be shared tonight, and I encourage the district to heed the findings. Middle school is such an important and tumultuous time for young people, and it is imperative that the district develop a schedule that incorporates the input from educators and students who are in middle schools every day. I know this is a complex issue, and I'm hopeful that there is a solution that will underscore the importance of our students' experiences as well as our educators' expertise.

There is also a report on summer school tonight. I want to take a moment to recognize the incredible efforts of our staff to make summer school successful. From instructional aides, counselors, and teachers to site coordinators, district coordinators, and many other folks who worked diligently behind the scenes, summer school is a huge undertaking and requires many hours of work to make great things happen for Beaverton students. Thank you to all of you for giving our students a wonderful experience.

I also want to take a moment to acknowledge and lift up the efforts of the many people in our region who are fighting to improve our communities for students and families. Specifically, the United Auto Workers, the OHSU nurses, and our colleagues at the Portland Association of Teachers. These folks are working to ensure that families can afford to live in the beautiful Pacific Northwest, that our students and families have the resources they need to thrive, and that corporations and organizations are held accountable to supporting the communities in which their workers, customers, patients, and students live.

Finally, I want to bring to your attention the dire situation in many of the district's specialized programs due to critical understaffing of paraprofessionals. Students receiving special education services deserve safe classrooms with enough adults in the room to provide the support they are legally provided. With so many unfilled paraprofessional positions, there are many many classrooms that are not safe and that don't have that support. I hope the district will act swiftly to address this situation, to incentivize people to take on these positions, and to get our students and staff the support they deserve and so desperately need.

I hope that we can continue to work together toward the shared goal of supporting all of our students and creating the very best school communities we possibly can.

Hello Dr. Balderas & members of the board

I'm Kyrsti Sackman, para II rover & OSEA president

On 8/30 we brought our Real Solutions event with Randi Weingarten of AFT to Greenway ES - we want to thank everyone who helped make this happen. Our AFT and OSEA staff had such a wonderful time and are very thankful for Jennifer Whitten, Luna & the Greenway staff for hosting us

It's day 21 of the school year, as much as our staff are happy to be back with students, classified staff are increasingly overworked.

Staffing

- Affecting all classified positions
- Many staff are working out of class regularly
- Unfilled para II positions affect whole building
- Our crews that take care of our buildings are having an abundance of work orders without enough workers to complete work
- Our clerical staff are often left without subs or coverage for unfilled positions
- We have many of our building staff with many added duties on top of their regular schedules - to cover gaps losing their plan time
- We have many teachers and admin - who are working so hard to cover positions - but then we recognize they are missing their breaks and plan periods

We are thankful for the district coming up with some alternative and creative ideas - the rover paras, the job fair, creative hiring and use of ESSER funds, and many other things we are working on- but we need more

However I know many of our classified staff would like me to share loud and proud, that but we are definitely needing more support in our buildings -

We as OSEA are working hard to get out and do site visits, advocate and support our staff the best we can - but we also need to remind and encourage all classified staff that we as a union are here for each of you & please do not hesitate to reach out

Thank you.

WRITTEN PUBLIC COMMENTS

Written comments were accepted by online form submission from 12:00 p.m. on Friday, September 22, 2023, through 12:00 p.m. on Monday, September 25, 2023.

The following comments followed all the posted guidelines listed on the form and below.

- One comment per person.
- Comments are limited to 1,000 characters per person.
- The Board will not hear charges or complaints against any District employee.

| First Name | Last Name | Association with BSD | Comments: |
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| Jennifer | Hoffman | Staff | <p>Hello,</p> <p>The middle school schedule is not working because there are too many transitions for the students. It's beyond exhausting. Please consider making every class the same amount of time, regardless of the class. If the class is important enough to offer, then its important enough to have the same amount of minutes as every other class, this includes math, science, social studies, English Language Arts, PE/Health, and electives.</p> <p>Please consider having advisory work be a part of another class. Middle school kids need SEL, but they don't buy into the lessons as they are presented now. If they were integrated into the regular schedule, kids would take it more seriously.</p> |
| Perry | Waugh | Student | <p>I am a member of Sunset Mock Trial. Our club has existed at Sunset High school for more than 20 years. Our club is run by real lawyers to spend their valuable time volunteering to teach students about the law and train them to compete in Mock Trial tournaments. Because our coaches are working individuals our club must exist after 5 PM, and school policy is restricting our club from operating at Sunset whatsoever. We request the school board help us find a solution for our historic club.</p> |

Belong. Believe. Achieve.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.

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| Franco | Meraz | Staff | As a middle school science teacher, I am concerned about the direction we are going in regards to the work being done on the middle school schedule, as it is heavily pushing for having every other day electives once again. If this change were to take effect, students would not have time they would otherwise have in elective classes that heavily support SEL and belonging for many students. Elective classes are incredibly important and of value to our students now and in their futures. Making this change would also be incredibly inequitable to our staff, as elective teachers would be faced with an increased load while being sent a signal that their subjects is not valuable to students. I urge the involved parties to look into alternative scheduling methods rather than leaning onto an outdated schedule that has been already moved away from. |
| Jennifer | Plaza | Staff | Hello, I am a middle school science teacher with the district. I have strong objections to the proposed schedule for several reasons. Firstly, the district promotes social/emotional learning. I suggest that simply stating that SEL is important is not as useful as showing it by valuing our elective teachers as much as our core teachers. Taking a class where you explore how to express yourself in a creative way with a well trained and skilled professional is an incredibly valuable use of time and resources. It cannot be that hard to create a schedule where core teachers teach on a block schedule and elective teachers are able to teach every day. Why are we making a schedule that prioritizes one aspect of a student while shunting the rest? Why are we not valuing all of our educators? Why is this a teacher vs teacher issue? Spend the time to make a schedule that prioritizes all of your educators as well as the needs of your students. Electives help our students grow! Value our electives! |
| April | Powers | Parent/ Guardian | About the MVP/OpenUp curriculum used for the AGS math sequence. With this curriculum, teachers “facilitate” “intentional grappling” as students are presented with conceptual problems and are expected to “discover”/ teach themselves higher math concepts. This causes confusion/frustration and does not develop mastery of the material. District math scores have plummeted since this curriculum was adopted - starting BEFORE the pandemic and CONTINUING while other districts have started to improve. In the May 2023 Westview HS report, the data showed a drop in 11th grade math proficiency from 55% (18-19) to 48% to 36% in (21-22). Neither the principal nor any school board member mentioned this statistic nor asked about it. This is unacceptable. Students need access to direct instruction and this curriculum does not provide it. The MVP curriculum was due to be reevaluated in 2020 and I have not seen any report indicating this was done. This curriculum is failing students and needs reevaluation. |
| Cecily | Capistran | Staff | I am a science teacher at Meadow Park & granted longer periods makes it easier to teach science, but I have often wondered why Math and Sci have taken a higher priority over other subjects. 1 of the things that is amazing about Meadow is its programs, ex. incredible band, choir, drama & arts programs, plus sports. I think that is something that makes Meadow really special. Like seeing a student shine playing the drums who really struggled to even be in the science classroom. As a parent I have taken every opportunity to bring my kids to the performances at Meadow & I hope they will have the opportunity to be in similar programs at their schools. Arts, sports & other electives add so much to developing well rounded children. When we are looking at SEL, trauma care, brain dev and supporting the whole child, one of the first places we should look is supporting our electives. So please support our elective teachers in enhancing these incredible programs in all schools. Short advisory. Please follow my Google Doc link for the chart of my schedule suggestion: https://docs.google.com/document/d/19GsYttixU0cqzmtzEKavCbo26RmWyjJl0PsYGxsmvZU/edit?usp=sharing Elective teachers should also have a sane and happy working environment. Their teaching is just as important as the “core” content areas - sometimes even more if you take into account for SEL and students with special needs or ELD who might have limited English or other issues where electives are the only time they thrive and feel proud. Please ⁷ |

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| | | | don't damage that by creating inequity in the teacher's schedule and not allowing everyone the time necessary to create a quality curriculum. Here's a possible schedule solution - someone told me they do this at the high school already? Why not at the middle school level too? Thanks for listening. |
| Kailie | DeBolt | Staff | <p>Hello Esteemed Members of The Board,</p> <p>I will ask you to see and understand the immense value that your elective teachers create and provide for our students. We are often the classes where many of our students find their only successes, the reason they show up to school. Everyday we are teaching invaluable skills and knowledge and should not be treated as second class citizens by the district. I assume that as our district and community leaders you seek to have the best and brightest elective teachers work with us. However, if you choose to recommend a schedule that devalues our expertise, value, and time that will not be the case.</p> <p>Please inform Teaching and Learning that there are many good schedule options that exist (some favorites of mine include the 6x4 or a blended block). The choice to try and rush this process without proper consideration for what is actually best for our students' rounded/full education, not just what a few loud voices are shouting to go back to, is wrong.</p> |
| Jennifer | Brinkerhoff | Parent/ Guardian | Unlimited YouTube access on school Chromebooks is hurting our students. At our home, we put limits on screen time, but we know our kids watch YouTube during classes at school. They turn off the sound and just read captions on the videos. One tab has their school work and the next tab over has YouTube and the temptation to switch back and forth is strong. We have discussions at home about this, but it still continues. I know teachers occasionally have students watch a YouTube video for educational purposes, but it seems like leaving YouTube available 24/7 is hurting students and their learning more than an occasional video is helping them. To start, could YouTube be blocked from midnight - 6 am? Blocking more during the school day would be a great next step. Parents all over the district would love some help with this. We can control Internet usage on devices we purchase but we can't put parental controls on school district managed devices. Please put some restrictions in place. Thanks! |
| Kayla | Erne | Parent/ Guardian | Electives allow students like my son to pursue their interests and branch out and try new things. My son struggles to enjoy school as it is, removing an elective from his schedule will be removing something he enjoys learning about and will be counterproductive on his attitude towards school. |
| Danielle | Chandrasekaran | Parent/ Guardian | Please keep middle school schedules as they are currently! |
| Kayla | Dietz | Parent/ Guardian | Not sure what's going on |

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| Laura E | Hayes | Parent/ Guardian | Hello, I understand the board is considering limiting electives for middle school students. I would like to advocate for not doing that, as I think having enrichment opportunities beyond the core subjects AND time for physical activity is incredibly important for a well rounded education and middle school experience. My son really enjoys having technology, spanish AND an opportunity to get out of a chair and move around during PE! I'd hate to see any one of those taken away from him. Thank you for taking this into consideration. |
| Melanie | Tongren | Parent/ Guardian | Please do not change to schedule to allow for less electives. My child takes band and Spanish and BOTH are vital to his growth!!! I can't imagine his life without either. Thank you for hearing my opinion |
| Ursa | Ficker | Parent/ Guardian | I am the parent of a sixth grade student and a teacher. I asked my child for her opinion. Lunch time is far too short. She cannot get her lunch and eat it before time is over. At this age socialization is very important, so she and others skip eating to socialize. Lunch should be 60 minutes, including passing time. I agree students should have 2 electives. But the first priority must be core classes. 60 min class times with fewer transitions are better. Consistent class length is best. An AB type schedule might be the best choice, even though they are annoying. Having each class every day is ideal but isn't possible. My child is not allowed to bring her backpack to some classes. Passing times do not allow for stops at her locker to replenish supplies or switch materials. With the large number of classes each day, balancing homework and remaining organized is difficult for my child. An absence means missing all classes and needing more makeup info. I agree with ending Advisory periods. |
| Valerie | S | Parent Guardian | We need to keep the middle school schedule as it is now. The children need to have PE every day but they also need to have their 2 electives. This lets them have something that they get to choose to go to. They learn how to do other things besides reading, writing, history and math. Without tech, art, choir, band, drama and a language they are not getting a full education. Children should be able to have 2 classes where they get to make the choice in what they learn. They are learning skills to help them when they grow up. I don't have a music or art job but I enjoy doing both as an adult. If you take the electives or even just one away you will have even more children not want to be in school. Please keep the schedule as is. I am really not sure why you are even considering this change. We all grew up with electives. What gives you the right to take it away from my kids! |
| Eric | Millar | Parent/ Guardian | In a recent newsletter Vose Elementary claimed that the school would be expanding it's Dual Language program to every kindergarten classroom with or without the consent of the parents. What exactly does this mean and how does it effect the teachers and students that are already within the school? Will teachers that are not bilingual be removed for the lack of that singular skill and without regard for any other metric of their performance? Will students who are not bilingual in their homes fall behind because parents will not be able to support them in their education as effectively? Will it expand to other grades? According to Toshiko Maurizio, in an interview with OPB in February of this year, there are over 100 languages spoken in the district. Will the students that do not have English or Spanish as their main language be expecting to be tri-lingual due to this choice by the school? Thank for the opportunity to comment. |

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| Danette | Foster | Staff | I would like to encourage the board and superintendent to fully embrace the recommendations for changes to the middle school schedule. As a Language Arts teacher, I know first hand the impact that having less than forty-five minutes per day (some days less than forty) has had on my students' ability to read and write at grade level. This schedule, coupled with the issues brought on by the pandemic has decimated the learning in Language Arts classes. Add on top of that the vast numbers of students (over 180) that we have as our total case load and it has become inevitable that our students' reading ability has suffered. This is a scheduling problem that MUST be corrected. Thank you for making sure that these recommendations do not get swept under the rug. They are what our students deserve so that they can thrive in the future. |
| G | C | Parent/ Guardian | Please keep current schedule : each student has two electives and PE everyday |
| Jordan | Beck | Staff | As an elective teacher, I plead with the board to recommend that elective teacher caseloads, and number of preps, are the same as other teachers. My colleagues with longer tenures have shared horror stories of YEARS with 300+ students and 10 preps - while other teachers had 90 students total, and 3 or four classes. As I understand it - this was one of the reason the schedule was changed to our current one. Any system that allows for a single teacher to be serving 300+ students is terrible for kids. Relationships are the backbone of a teacher's practice, and larger caseloads would decimate our ability to create academically rigorous spaces where students feel believed in and have a sense of belonging. Elective classes are incredibly valuable to students developmentally, socially, and academically. I beg you to ensure that the schedule that is selected guarantees parity between teacher's caseloa |
| Kala | Ott | Staff | I am an English teacher at a middle school in the district. I am extremely happy to hear the schedule is under review and will be changed. HOWEVER, that does not mean we revert back to our previous schedule that tripled the caseload of elective teachers. This is not equitable and will lead to the loss of so many amazing arts teachers we have. Kids need access to those classes just as much as they need access to any core content. Take more time. Explore more options. Recognize the reason the reading skills in the district are failing is because of Covid AND the districts marriage to Lucy Calkins material. Elective teachers do not deserve to take the fall for those reasons. This process seems rushed and that is frustrating to hear when there are other options out there! |
| Heather | Hutton | Staff | As a 6th grade math teacher at Mt. View, I have concerns about the middle school schedule and the math classes currently being taught. Every Beaverton student is in an advanced math class, even if they are on an IEP for math. AGS 1 for all was piloted pre-Covid in one middle school when our class periods were 80+ minutes long and we offered math intervention classes for struggling students. It was implemented district wide post Covid on the new schedule, with no math intervention offered for struggling students. Math periods are now 58 or 65 mins long, so we teach more content with less time. The majority of our 8th graders must retake AGS 1 in high school because they don't pass it in 8th grade. It's demoralizing, frustrating and leaves kids thinking they can't do math. It's not that they can't do math, it's that so much content has been cut out they have huge holes in their math education that cannot be filled simply by retaking a class they weren't proficient in the first time. |
| Sara | Groat | Staff | As a middle school teacher of 19 years, currently at Meadow Park, I am concerned by the current middle school schedule. Losing teaming has meant losing the community of care and support that teachers relied on to work to meet the needs of their students; academically, socially and emotionally. A teaming model should be prioritized to create a community of care and belonging that prioritizes student and teacher well being, especially given the challenges that we are seeing post pandemic. I urge that you truly look at the middle school schedule from an equity lens. And |

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| | | | simultaneously take action steps toward Educational Equity policy JBB. How will you ensure that my students at Meadow Park have access to a high quality education, and their subgroup membership does not determine their success? Academic and behavior data I have seen, the common middle school schedule has contributed to widening the access, opportunity and expectation gaps for Meadow Park students, instead of closing them. |
| Susan | B. | Staff | I can work with almost any schedule as long as it is equitable for both students and staff: equitable course options/class sizes/class lengths/case loads etc. I agree with & support suggestions 1-6. With suggestion 7 (continue to offer 2 electives - not necessarily every day) I have some reservations. I can do every day or every other day if that is what every other class does. However, I never want to go back to the time when I had 4 preps, 12 classes and over 400 students -so many that I had to pay for 2 separate online subscriptions! With suggestion 8 (consider whether a common middle school is equitable), I guess I'm in the minority on this one. I liked the fact that no matter where you lived, you could expect certain core classes & certain electives. It's fine if individual schools want to offer special classes IN ADDITION TO the basics or tweak the schedule to meet their needs but I never thought it was fair that students could take drama at some schools, but not others. |
| Nancy | Bolton | Parent/ Guardian | We understand that the school board is considering reducing the number of electives available for middle school kids. My kids go to Whitford Middle School. When my son first went to Whitford, he was so quiet and shy, and we worried that he wouldn't find a safe space at school. But, he came home from theater class one day and announced that he was joining the school play. He took theater class for two years, learning to speak up for himself, and finding a place to belong. We never expected him to take a theater class. He was able to explore his interests because he had two elective options each semester. Electives support my kids mental health and allow them to do better in the more academic areas of school. Please don't make any changes to the middle school elective program. The current structure is working. Electives are making a huge positive difference in my kids lives. |
| Romina | Tobias | Parent/ Guardian | I think it's important for kids to have electives since it gives them time to have funner subjects while still learning plus some parents can't afford to have them in after school activities so what if they have a passion for music,Art,drama,or the fact that some kids only have P.E .as their only exercrise. |
| Lea | Molczan | Parent/ Guardian | As a 24 year veteran middle school teacher, I would like to address our current schedule. I urge the board the board to implement the changes suggested by the independent study, beginning with team teaching. Teaming is at the heart of the middle school philosophy. When a group of teachers can share a group of students, we are able to create bonds with those students and their families. We can come together regularly to discuss students' needs and provide extra support throughout the year. The second change is the length of class time and number of periods, especially for Language Arts and Social Studies. Right now we are transitioning every 38-42 minutes and it is extremely difficult. Just as we are getting settled into our routine of mini-lessons and then work time, it is time to pack up and move once again. The level of anxiety among teachers and students has increased significantly. For the sake of the emotional well-being of everyone involved, PLEASE change our schedule! |
| Aliyah | Taylor-Hershel | Staff | Staff CANNOT COLLABORATE/PLAN-meaning NO support for struggling students in the best ways possible. -Math/science class periods are now 58 or 65 minutes, they BLOCK but noone else can. -NO math intervention is offered-all are placed in the same math regardless of need. |

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| | | | <p>-Many of our 8th graders must retake AGS 1 in high school because they don't pass it in 8th grade. It's demoralizing, frustrating and leaves kids thinking they can't do math- they have huge holes in their math education that cannot be filled simply by retaking a class they weren't proficient in the first time.</p> <p>Language Arts, Social Studies, PE & electives have 37/42 mins</p> <p>-Workload has increased absurdly from 85ish students on a caseload, now 110ish, not counting Advisory students. Language arts & social studies teachers have it much worse.</p> <p>-Kids spend an unhealthy amount of time in the hallways, leading to disruptions NO NONE has time to restoratively handle</p> <p>EQUITY does not mean THE SAME "COMMON" experience. ENOUGH.</p> |
| Devon | Rigsby | Student | I am the President of Sunset Mock Trial. Our club has existed at Sunset High school for more than 20 years. Our club is run by real lawyers who spend their valuable time volunteering to teach students about the law and train them to compete in Mock Trial tournaments. Because our coaches are working individuals our club must exist after 5 PM, and school policy is restricting our club from operating at Sunset whatsoever. We request the school board help us find a solution for our historic club. |
| Simon | Abraham | Student | I am a member of Sunset Mock Trial. Our club has existed at Sunset High school for more than 20 years. Our club is run by real lawyers, who spend their valuable time volunteering to teach students about the law and train them to compete in Mock Trial tournaments. Because our coaches are working individuals our club must exist after 5 PM, and school policy is restricting our club from operating at Sunset whatsoever. We request the school board help us find a solution for our historic club. |
| Khyati | Ruparel | Student | I am a member of Sunset Mock Trial. Our club has existed at Sunset High school for more than 20 years. Our club is run by real lawyers, who spend their valuable time volunteering to teach students about the law and train them to compete in Mock Trial tournaments. Because our coaches are working individuals our club must exist after 5 PM, and school policy is restricting our club from operating at Sunset whatsoever. We request the school board help us find a solution for our historic club. |
| Metta | Truong | Student | For the comment: I am a member of Sunset Mock Trial. Our club has existed at Sunset High school for more than 20 years. Our club is run by real lawyers, who spend their valuable time volunteering to teach students about the law and train them to compete in Mock Trial tournaments. Because our coaches are working individuals our club must exist after 5 PM, and school policy is restricting our club from operating at Sunset whatsoever. We request the school board help us find a solution for our historic club. |
| Sharon | Dunlop | Other Community Member | <ol style="list-style-type: none"> 1. No teaming - students have a harder time connecting to teachers and resources. 2. Students behavior - it does affect academic performance. 3. To many transitions and periods are not long enough for lesson to fully be taught. 4. Your not listening to the experts in the classroom. |
| Melissa | Cowie | Parent/Guardian | I would really love to see the board develop more involvement for children with special needs. They are limited in their elective selections, and many after school activities and school events are not welcoming to children with special needs. Being there are only 2 middle schools that provide the SRC class environment, I would love to see these schools be prideful of the education they are providing to these kids, but nobody ever hears a word about it. It's quite disheartening to feel like these kids are tucked away, not spoken about, and have such limited opportunities for |

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| | | | <p>electives and school activities. I'm always so impressed at what is provided for typical children, and I think we really need to evaluate and do better for our special needs kids. Thank you very much</p> |
| Sarah | Doggett | Parent/ Guardian | <p>I am very opposed to this proposal to have electives every other day. The current schedule has math and science at 1.5 times as much as the other classes. Of course math and science are important—they are not MORE important than everything else. Would this also continue with electives being 1/2 time? Research has shown that music education is beneficial to other aspects of learning. And beyond research, a very simple level, the electives that students choose are usually based on their interests. These are the classes that make school enjoyable and tolerable.</p> <p>We are seeing everywhere that our kids are 'behind'. Perhaps that is true—but the whole world went through the pandemic. And our response to that needs to be something that is truly beneficial and doesn't just pretend to fix the problem by adding more academic classes and take away benefits of social and arts Ed. Those are the things that kept us going during the pandemic, and they are still important.</p> |
| Julio (Junior) | Herrera | Student | <p>Hello, my name is Junior Herrera, I go to meadow park middle school and I am a 8th grader . I heard that they might change from having both electives everyday to having them rotate every other day. I do not like this change, This won't affect me, but this will effect younger kids that will go to my high school, I am in band and this will affect how good they are, and will affect how good the band will be as well. I know that it was like this in past years, and the kids were not able to learn the right way, after it switched to having both electives every day the band became much better. This also will affect people who are in classes like drama, Spanish, avid, and more. This can lead to how kids feel about school, I love having band every day and it brings me joy playing the drums. The drums is a passion that I found because I joined band in my 6th grade year, and is a passion I would have never found. I hope you take this into consideration, I do not charge his electives are right now</p> |
| Hannah | Bourcier | Staff | <p>Please follow my Google Doc link for the chart of my schedule suggestion: https://docs.google.com/document/d/19GsYttixU0cqzmtzEKavCbo26RmWYjlj0PsYGxsmvZU/edit?usp=sharing Elective teachers should also have a sane and happy working environment. Their teaching is just as important as the "core" content areas - sometimes even more if you take into account for SEL and students with special needs or ELD who might have limited English or other issues where electives are the only time they thrive and feel proud. Please don't damage that by creating inequity in the teacher's schedule and not allowing everyone the time necessary to create a quality curriculum. Here's a possible schedule solution - someone told me they do this at the high school already? Why not at the middle school level too? Thanks for listening.</p> |

ITEM FOR INFORMATION**10-YEAR ENROLLMENT FORECAST: 2023-24 TO 2032-33 SCHOOL YEAR****SUMMARY**

The district periodically commissions long-range enrollment forecasts to help guide enrollment, facility planning and program planning. Typically, these forecasts extend over a ten-year period, and are updated approximately every five years. Staff from BSD and FLO Analytics will present the results of a new 10-year enrollment forecast for the Beaverton School District.

BACKGROUND

In spring 2023 the district contracted with FLO Analytics, a locally based demographics and planning firm, to work with long-range facilities planning staff and create a new ten-year enrollment forecast. The last long-range enrollment forecast was prepared in 2019, prior to the onset of the COVID-19 pandemic. The 2019 forecast did not anticipate the impacts to enrollment wrought by the pandemic and is out of date.

The newly completed forecast uses the 2022-23 school year as the base year and extends to the 2032-33 school year. It incorporates updated population data from the 2020 decennial census and the district's own enrollment data.

Charles Rynerson, Senior Data Analyst with FLO Analytics, will present the enrollment forecast. Mr. Rynerson brings extensive knowledge of enrollment and demographic trends in Beaverton and around Oregon. Prior to joining FLO Analytics, he was at Portland State University's Population Research Center, where he authored long-range enrollment forecasts for Beaverton and other districts.

RECOMMENDATION

Staff from BSD and FLO Analytics will present information on the new 10-year enrollment forecast for the Beaverton School District. No action is needed.

Belong. Believe. Achieve.



MEMORANDUM

To: Robert McCracken
Facilities Planning Coordinator
Beaverton School District
1260 NW Waterhouse Ave.
Beaverton, OR 97006

Date: September 14, 2023

Project No.: F2486.01.001

From: Charles Rynerson
Senior Data Analyst

Re: 2023–24 to 2032–33 Enrollment Forecasts Report—Beaverton School District

At the request of Beaverton School District (BSD/District), FLO Analytics (FLO) prepared enrollment forecasts for grades kindergarten (K) through 12 for the 2023–24 to 2032–33 school years. The study was completed through three main tasks: (1) demographic and residential development analysis, (2) enrollment assessment, and (3) enrollment forecasting. FLO developed three scenarios (low, middle, and high) of district-wide enrollment forecasts, representing the total number of students living within and outside the district boundary and attending district schools and programs. These forecasts are provided as district-wide totals and by individual grade. FLO also prepared more granular forecasts of the number students enrolled at each of the District’s schools.

Demographic and Residential Development Analysis

Understanding the population and housing trends within the geographic area of the district and surrounding region (Figure 1) is an integral part of the enrollment forecasting process. FLO mapped the distribution of student residences (Figure 2); reviewed historical, current, and projected demographic characteristics of the region; and analyzed current land use policies and anticipated residential development.

Population Trends

Figure 3 illustrates the 2000 to 2020 population change for the district, for incorporated cities and the unincorporated area within the district, and for Washington County. Based on 2020 Census data, the BSD includes 98.5 percent of the population of the City of Beaverton, and smaller shares of the cities of Hillsboro, Portland, and Tigard. However, nearly 60 percent of district residents live in unincorporated areas. Washington County added about 84,000 residents in the 2000s and an additional 71,000 in the 2010s, resulting in 35 percent growth over the 20-year period. The district grew at about the same rate as the county each decade. Adding roughly 40,300 residents in the 2000s and 36,700 in the 2010s, the district grew by 36 percent in 20 years. The unincorporated area within the district also grew at about the same rate, by 37 percent. Between 2010 and 2020 the portions of the BSD within the cities of Hillsboro and Tigard grew at a faster rate than the district overall.

Figure 4 depicts how the proportion of the population under the age of 18 has been changing in relation to the population over the age of 18. According to decennial census counts, the district

added 68,455 residents (43 percent) aged 18 and older between 2000 and 2020. In comparison, the population under the age of 18 was only 8,539 (15 percent) greater in 2020 than in 2000. The proportion of district population under the age of 18 was 26 percent in 2000, 25 percent in 2010, and 22 percent in 2020. While the school-age population age five to 17 grew each decade, the number of residents under age five fell by more than 2,000 between 2010 and 2020, contributing to the decline in kindergarten enrollment in the early 2020s.

The Portland State University Population Research Center published population forecasts for Washington County in June 2020. Results in Figure 5 show the County adding over 85,000 residents each decade between 2020 and 2040. However, as the population base increases each decade, the average annual growth rate decreases, to 1.2 percent in the 2030s.

Housing Types and Student Generation Rates

Housing type is an important indicator of the expected average number of students generated per housing unit. For instance, on average, single-family (SF) housing units generate more students per unit than multifamily (MF) housing units. Factors that contribute to student generation rates (SGR), or yields, include the size of the housing units, the number of bedrooms, housing costs, neighborhood demographics, and family-friendly amenities such as playgrounds.

SGRs vary by geographic location in the district and by housing subtypes (e.g., SF detached, SF attached, MF market rate, MF income-restricted). Figure 6 includes SGRs based on new residential construction between 2017 and 2021. Homes built in 2022 are excluded from the analysis, because they may not have been completed and occupied by October 2022. The detached SF K-12 SGR of 0.66 indicates that there are 66 BSD students for every 100 recently built homes. SGRs are lower for other housing types including attached or small-lot SFs. Among MFs, the average number of students per unit in new income-restricted developments is significantly higher than in new market-rate developments. Moreover, only 41 percent of the units in affordable developments built 2017-2021 have two or more bedrooms. Developments in which all or most of the units are family-sized are likely to have SGRs higher than those shown in Figure 6.

Planned Residential Construction

District staff provided FLO with an inventory of planned residential development, which FLO enhanced through interviews with information from city and county planning departments, county assessor data, and miscellaneous sources including developer websites and news reports. Key development data are presented in Figures 7 and 8. Figure 7 depicts the locations of SF and MF developments with 20 or more lots or units that are currently in active construction or in planning stages. Figure 8 includes details of residential development data such as development name, anticipated number of units, and current status.

Homebuilding is currently underway in four large developments within the Hazeldale ES, Highland Park MS, and Mountainside HS attendance areas (AAs) in the City of Beaverton's South Cooper Mountain. Scholls Heights at South Cooper Mountain (Map IDs 36-38) will include 476 detached SF, 187 attached SF, and 216 MF units. While most homes will be occupied "after fall 2023" as indicated in Figure 8, by May 2023 about 40 homes in the portion of the development marketed as Lolich Farms had been completed and sold, more than 100 additional homes had been permitted and were under various phases of construction, and the MF units were also under construction. The first homes have also been completed and many more are under construction in Scholls Valley Heights (Map IDs 39-40), where 146 detached and 99 attached homes are planned. As of mid-July 2023, permits had been issued for 89 homes in The Vineyard at Cooper Mountain (Map IDs 42-43), where 228 detached and 69 attached SF homes are planned, and construction is underway at an

84-unit affordable apartment development at Scholls Ferry Road just west of Mountainside HS (Map ID 33). All 84 units will include two or more bedrooms, with tentative completion in January 2024. Future development in the same AAs will include about 400 apartments in Blackbird Farms (Map ID 7) and 241 detached SF homes in Fox Hollow (Map ID 14).

In the Scholls Heights ES, Conestoga MS, and Mountainside HS AAs, the first of about 200 new SF homes have recently been completed in the Heights at Cooper Mountain (Map ID 41), and the Goldcrest Apartments (Map ID 15)—planned for completion in Spring 2024—will include 75 income-restricted affordable units, including 39 two-bedroom and seven three-bedroom units.

SF home construction is also ongoing at the district's northern edge, in North Bethany. Most of the homes in the 117-lot Hosford Farms Vista Collection have been completed and sold, and construction of detached SF homes is underway in the 128-lot Hosford Farms Terra Collection and 192-lot Ridgeline at Bethany. All 74 of the townhomes in Bethany Crossing Phases 2 and 3 have been built or permitted. All of these developments are in the Sato ES, Stoller MS, and Westview HS AAs. To the west in the Springville ES AA, but still in the Stoller MS and Westview HS AAs, most of the homes in the 99-lot Abbey Woods subdivision have been built or are under construction.

Several of the largest MF developments shown in Figures 7 and 8 have not yet been permitted. Consequently, it is unclear when they may be completed and whether they will have a significant influence on BSD enrollment. They include the Peterkort Town Center and two large apartment developments in Cedar Hills. The Panzer Mixed Use Development, to include 533 MF and SF housing units in the Beaver Acres ES, Meadow Park MS, and Aloha HS AAs, is scheduled for a Planning Commission hearing on September 27, 2023.

Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical enrollment (October 2016–17 to 2022–23 headcount) based on the enrollment reports and student information system extracts (SIS) provided by the District. Students enrolled in pre-kindergarten, self-contained special education, alternative, and Early College programs were not included within our analyses and enrollment forecasts. FLO evaluated historical grade progression ratios (GPRs), and differences in enrollment by residence compared to individual school attendance (i.e., transfer rates).

Enrollment Trends

Figure 9 shows the district-wide enrollment by individual grade. District-wide enrollment increased by 234 students between 2017–18 and 2019–20, then decreased considerably in 2020–21 (1,585 fewer students), largely due to the impacts of COVID-19. A smaller enrollment loss occurred in 2021–22 (154 fewer students) before decreasing again in 2022–23 (672 fewer students). Each grade from kindergarten to 9th enrolled fewer students in 2022–23 than in 2017–18 and had its lowest enrollment during either 2020–21, 2021–22, or 2022–23. In contrast, grades 10 to 12 gained enrollment over the period shown in Figure 9, and grades 11 and 12 had their highest enrollment in 2021–22.

Figure 10 tabulates enrollment by grade group and school. Elementary school (K–5) enrollment fell each year during the period. The net loss of 1,310 K–5 students between 2019–20 and 2020–21 was significantly greater than the losses ranging from 45 to 196 in other years. Most schools saw their lowest K–5 enrollment in 2020–21 or later. However, there were seven schools with their highest enrollment in 2022–23. They include Bonny Slope, Sato, Scholls Heights, and Springville, where new housing development contributed to growth, and Beaver Acres, which gained students from a 2019 boundary change and intra-district transfers. After a small increase of 25 students

between 2017–18 and 2018–19, Middle school (6–8) enrollment decreased in each of the following four years. Comparing enrollment at individual schools is complicated by boundary changes that coincided with the 2021 opening of Tumwater MS. High school (9–12) enrollment remained larger in 2022–23 than in 2017–18, having decreased by just 113 students in 2022–23 after growing by 526 students during the four previous years.

Enrollment Forecasts: Summary

- Figure 11 presents historical and middle scenario forecast births, kindergarten enrollment, and K-to-birth ratios.
- Figure 12 includes kindergarten forecasts and K-to-birth ratios for the low, middle, and high scenarios.
- Figure 13 presents GPRs.
- Figure 14 is an overview of the annual district-wide low, middle (preferred), and high forecast scenarios. The middle scenario total of 32,915 students in 2032–33 depicts a K–12 decrease of 3,761 students (10 percent) from the 2022–23 total of 36,676. The high forecast anticipates a decrease of 1,804 students (five percent) in the 10-year horizon, while the low forecast shows a decrease of 5,929 students (16 percent).
- Figures 15 to 17 focus on the middle scenario, as it represents the most likely enrollment outcomes based on currently available data and the FLO analysis.
 - Figure 15 disaggregates the annual district-wide forecasts by grade group, showing the following 10-year growth from 2022–23 to 2032–33.
 - K–5 enrollment from 16,007 to 14,901 (1,106 student, seven percent decrease)
 - 6–8 enrollment from 8,559 to 7,612 (947 student, 11 percent decrease)
 - 9–12 enrollment from 12,110 to 10,402 (1,708 student, 14 percent decrease)
 - Figure 16 provides annual district-wide enrollment forecasts by individual grade.
 - Figure 17 provides forecasts of students enrolled in each of the District's schools.
- Figures 18 and 19 provide annual district-wide enrollment by individual grade for the low and high forecast scenarios, respectively.

Enrollment Forecasts: Detailed Results

Historical Births and Kindergarten Enrollment

The number of students enrolled in a district is largely influenced by the number of school-aged children residing in the district. We compared historical birth data (i.e., live births to district residents from the Oregon Health Authority) to historical kindergarten class sizes to determine annual K-to-birth ratios (i.e., the number of kindergarteners who enrolled in District schools in comparison to the number of live births to women residing in the district). These values, in combination with age-group-specific population projections of childbearing-aged women residing in the district, allow us to forecast the number of anticipated births to district residents, and thus, the number of kindergarteners anticipated in future school years.

Figure 11 illustrates how the number of births to BSD residents through 2016–17 relates to historical kindergarten enrollment, and how the observed and forecasted number of births from

2017–18 to 2026–27 impacts the kindergarten forecast. While there was year to year variation, births remained stable between 2011–12 and 2015–16, averaging 3,359 births a year. Beginning with the 2016–17 cohort (students born between September 2016 and August 2017 who would be eligible to enroll in kindergarten in 2022), births declined in each of six consecutive years, reaching a low of 2,820 in 2021–22. Kindergarten enrollment averaged 2,853 students per year from 2017–18 to 2019–20, and just 2,474 from 2020–21 to 2022–23. A key metric is the annual K-to-birth ratio, representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in BSD kindergarten classes, often referred to as a “capture rate.” Ratios for the District fluctuated from a low of 0.81 to a high of 0.88 in the three years before the COVID-19 pandemic, falling to 0.74 in 2020–21 before gradually increasing to 0.77 in 2022–23. Because we do not expect birth rates to increase from their current historically low rates, the small increase in births shown in Figure 11 is dependent on an increase in population of adults in child-bearing ages. Despite fewer births aligned with future kindergarten cohorts, forecasts of kindergarten enrollment remain close to their 2022–23 level due to the assumption that the K-to-birth ratio will gradually recover to 0.83.

Figure 12 illustrates how different rates of population growth and K-to-birth ratios may result in divergent scenarios of future kindergarten enrollment. The number of future births differs slightly between the low, middle, and high scenarios based on the population of women in child-bearing ages; adjusting the K-to-birth ratios amplifies the differences in kindergarten enrollment. In the low scenario the ratio increases only slightly to 0.78 in 2023–24 and then stabilizes at 0.79 in 2024–25 and beyond. The lower ratio and smaller population in child-bearing ages results in between 62 and 145 fewer kindergarten students each year, significantly impacting the K–12 totals over the long run. Conversely, the high forecasts of 62 to 118 more kindergarten students each year result from a larger population and a forecast ratio of 0.82 in 2023–24 increasing to 0.86 in 2027–28 and beyond.

Grade Progression Ratios

The progression of students from one grade to the next is a significant determinant of future enrollment, and therefore plays a significant role in FLO’s forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, if 100 kindergarteners in 2017 were to become 105 1st graders in 2018, the GPR would be 1.05. GPRs quantify how cohort sizes change as students progress to subsequent grades, by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district or students choosing to transfer into the district from other districts or nonpublic schools. Conversely, a GPR value less than 1.00 indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts or nonpublic schools, or students not advancing to the next grade.

Figure 13 depicts the GPRs for all K–12 students enrolled in the District from 2017–18 to 2022–23. The highest GPRs are typically seen in the transitions from kindergarten to 1st grade and from 8th to 9th grade, likely due to small net gains from students previously enrolled at private schools. The lowest GPRs are from 10th to 11th grade when some students leave traditional schools for alternative programs or Early College, neither of which are included in the historical or forecast enrollment. Elementary grades often gain enrollment from net migration of families into the district, reflected in GPRs slightly above 1.00. The final three columns in Figure 13 show our assumptions for

future GPRs in the middle scenario enrollment forecast. Most are based on the 3-year pre-COVID average, with slightly higher rates for cohorts entering 1st, 3rd, 11th, and 12th grades influenced by 2021–22 and 2022–23 observations.

District-wide Enrollment Forecasts

As shown in Figure 14, district-wide enrollment under the middle scenario is forecasted to decrease from 36,676 in 2022–23 to 32,915 in 2032–33. The largest decreases, averaging 508 students per year, occur in the first five years of the forecast. After 2027–28, losses continue for the remaining five years of the forecast horizon, but at a smaller average of 245 per year.

From the grade group perspective (Figures 15 and 16), ES enrollment losses averaging 220 per year are expected through 2027–28 due to the downturn in births that has been observed in the district and throughout Oregon and the U.S. Relatively stable ES totals follow for the remainder of the forecast. MS and HS enrollments are expected to decline throughout the 10-year forecast horizon, largely due to the current smaller cohorts entering each grade group as comparatively larger cohorts advance through and out of the system. The shading in Figure 16 shows that 2022–23 enrollment in each HS grade was significantly larger than the enrollment in each ES grade. The cohorts in grades K–3 in 2023–24 are expected to grow over the following nine years due to migration and a net gain in families opting into public schools in 1st and 9th grades, but they arrive in HS as a much smaller group than the cohorts preceding them.

Low and high scenario forecasts are presented by individual grade in Figures 18 and 19. As in the middle scenario, both alternatives show decline across ES, MS, and HS grades over the 10-year horizon. ES losses in the high forecast are minor, but HS losses are still large, due to the size of birth cohorts. The high scenario assumes higher GPRs and K-to-birth ratios due to in-migration of families with children, while the lower GPRs and K-to-birth ratios could result from a severe recession and slowing demand for housing.

Individual School Enrollment Forecasts

Figure 17 shows enrollment forecasts for the District’s schools, based on 2023–24 boundaries and grade configurations. Among K–5 schools, a boundary change results in an enrollment increase at Findley and decrease at Bonny Slope in 2023–24, the first year of the forecast. The other significant ES change in 2023–24 occurs at Sato, where many new SF homes have recently been completed. Sato is expected to continue to grow until at least 2027–28. Hazeldale ES grows throughout the 10-year forecast period due to the current and planned residential development within its AA. Nearly all of the District’s other K–5 schools are expected to enroll fewer students in 2032–33 compared with 2022–23. Similarly, Highland Park MS and Stoller MS gain students from development in South Cooper Mountain and North Bethany, respectively, while other middle schools lose enrollment. Enrollment at Mountainside HS remains relatively stable while other high schools experience net loss from their current relatively large enrollments.

Methodology

District-wide Population and Enrollment Forecasts

To prepare the 10-year forecasts from 2023–24 to 2032–33, FLO forecasts births through 2026–27. The birth forecasts depend on population forecasts by age and sex and age-specific birth rates for women of childbearing age. Birth rates estimated for 2020 resulted in a total fertility rate (TFR) estimate of 1.33, having declined from 1.79 in 2010. Based on the long-term trend and a downturn

in births observed in 2022, TFR is expected to decline further, to 1.26 in 2030.¹ Cohort change ratios (CCRs) based on historical trends are used to forecast 2030 population age 10 and older by five-year age group and sex.² Forecasts of population under age 10 in 2030 based on ratios of population to births are added, resulting in 2020 to 2030 population growth of 24,356 in the low scenario, 30,794 in the middle scenario, and 37,203 in the high scenario, compared with 35,950 between 2010 and 2020.

The link between our population forecast and the district-wide school enrollment forecast occurs at kindergarten, where we use the forecast of births through 2026–27 and the K-to-birth ratios described previously in the Historical Births and Kindergarten Enrollment section (within Enrollment Forecasts – Detailed Results). Forecasts for most grades use GPRs based initially on the three-year pre-COVID average (school years 2017–18, 2018–19, and 2019–20). GPRs embed implicit assumptions about the level of net migration and movement between traditional public schools and private schools, charters, home schooling, and alternative public programs.

Forecasts of Students by Residence

Forecasts of BSD students by residence consistent with the district-wide middle scenario forecast are prepared before individual school forecasts. They are geographically top-down; forecasts for larger areas are completed first, followed by forecasts for smaller areas that must match their parent geographic area. The number of BSD students residing within the district boundary accounts for over 99 percent of BSD enrollment. Out-of-district residents are subtracted from district-wide enrollment to establish resident forecasts of BSD students by year and grade. These forecasts are allocated to the six HSAs. Once the HSA forecasts are completed, they are allocated to ESAs or ESA parts within each HSA.

Our baseline district-wide forecasts implicitly include new residential development by using GPRs that are similar to long-term historical averages. The implication is that future development will have an impact on enrollment similar to the impact of past development. More explicit information about future housing growth and expected student yields based on the GPRs presented in Figure 6 are used in our forecasts of where students will reside within the district. The enrollment impact is allocated to future school years based on expected completion and occupancy. For example, an apartment building currently under construction may house students by the next school year, while large developments that are planned but not yet approved are not expected to be completed and occupied until later in the forecast horizon and may be built in phases over a period of several years. Students in new housing are added to initial forecasts, which are based on historical kindergarten shares and GPRs for HSAs and ESAs. The adjusted forecasts are then controlled to forecasts for the parent geographic area.

Forecasts for Individual Schools

More than 3,000 BSD students are enrolled in Option Schools at the MS and HS levels, or at FLEX Online School serving all grades. These schools do not have attendance areas, thus are not linked to the forecasts of students by residence. Because the Option Schools have relatively stable enrollment, their future enrollments are assumed to remain very close to their 2022–23 level. Forecasts for these non-AA schools are prepared before the neighborhood school forecasts and

¹ TFR is the number of children that would be born to a woman over her child-bearing years, based on age-specific birth rates at a given time.

² Baker, Jack, David A. Swanson, Jeff Tayman, and Lucky M. Tedrow. *Cohort change ratios and their applications*. Springer International Publishing, 2017.

aggregated to non-AA totals by grade and year, which are subtracted from the district-wide forecasts, resulting in control totals for neighborhood schools.

Initial forecasts for each ES have two components, their resident enrollment and non-resident enrollment. Six of the 34 have had or will have boundary changes in 2019, 2022, or 2023, and have a third component to account for areas added or subtracted from their AAs. For resident enrollment and for the boundary change areas, incoming kindergarten classes are based on expected shares of the resident kindergarten averaged over the four years of 2017–18, 2018–19, 2019–20, and 2022–23. Initial resident forecasts for grades 1–5 use GPRs unique to each school and grade using formulas based on an average of the same four years as the kindergarten shares, with students added from the same housing adjustment as the resident forecasts. Each kindergarten share and GPR is reviewed and adjusted if necessary to account for outliers that may influence the average rates. Initial nonresident kindergarten forecasts use an average of the three most recent years, and initial nonresident forecasts for grades 1–5 use GPRs with adjustments to maintain relatively stable nonresident K–5 totals. After the initial resident and non-resident forecasts are combined, they are controlled to match the district-wide forecasts minus the non-AA school forecasts by grade.

Initial forecasts for the District’s neighborhood secondary schools also have resident and nonresident components. Resident forecasts for entry grades 6th and 9th use GPRs applied to feeder 5th and 8th grade classes and subsequent grades use GPRs based on historical observations by school and grade. Because of the 2021 MS boundary changes, long term average GPRs may not be reliable; each school’s share of its AA residents is monitored, and GPRs may be adjusted to ensure relatively stable forecast shares. As an example, 70 percent of grade 6–8 students residing in the Five Oaks MSAA attended Five Oaks MS in 2022–23. The initial forecast for 2032–33 also assigns 70 percent of AA residents to Five Oaks. Adjustments for future housing development used in the AA residing forecasts are also included in the initial MS and HS resident forecasts, in the proportion based on each school’s share of its AA residents. In the Five Oaks example, 70 percent of the students added to the AA residing forecast would also be added to the school forecast. Nonresident forecasts for secondary schools use assumptions for entry grades and GPRs that keep nonresident enrollment close to its 2022–23 level at each school. After the initial resident and non-resident forecasts are combined, they are controlled to match the district-wide forecasts minus the non-AA school forecasts by grade.

Data Sources

FLO used the following data sources to inform the enrollment forecasts:

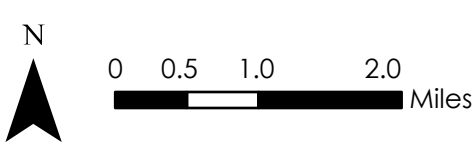
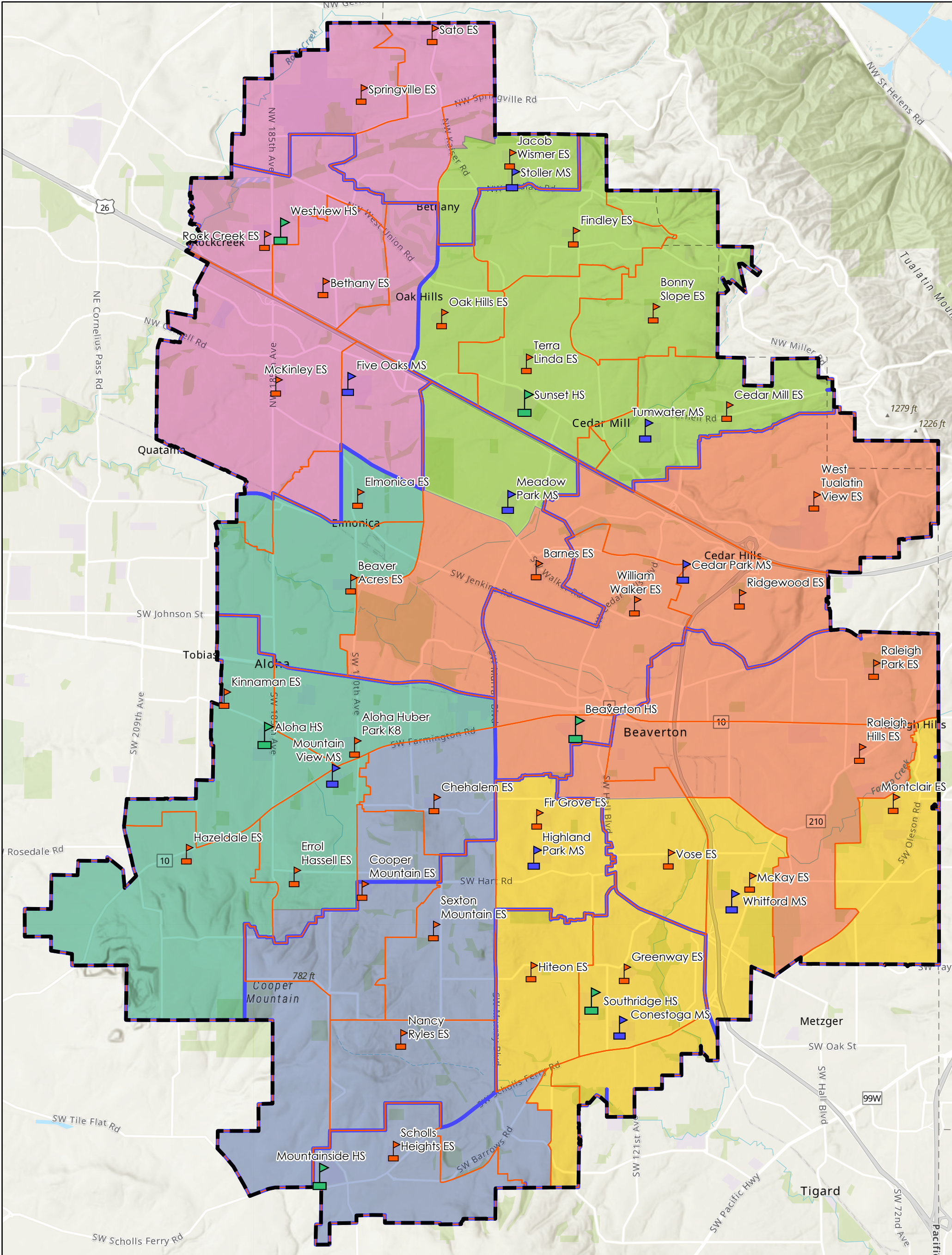
- Decennial Census and American Community Survey, U.S. Census Bureau
- Birth data, Oregon Health Authority
- Population estimates and forecasts, Portland State University Population Research Center
- Enrollment data, Beaverton School District
- Land use data, Washington County and City of Beaverton
- Interviews, Jana Fox and Brian Martin, City of Beaverton
- Spatial data including housing characteristics, Metro’s Regional Land Information System

Accuracy

Enrollment projections and forecasts are expected values based on assessment of current and past data, and as such, should be considered as just one of several planning tools, rather than absolute numbers for the allocation of future resources. Unlike measurable data, such as the results of a survey, projections and forecasts do not allow for the estimation of a confidence interval to measure

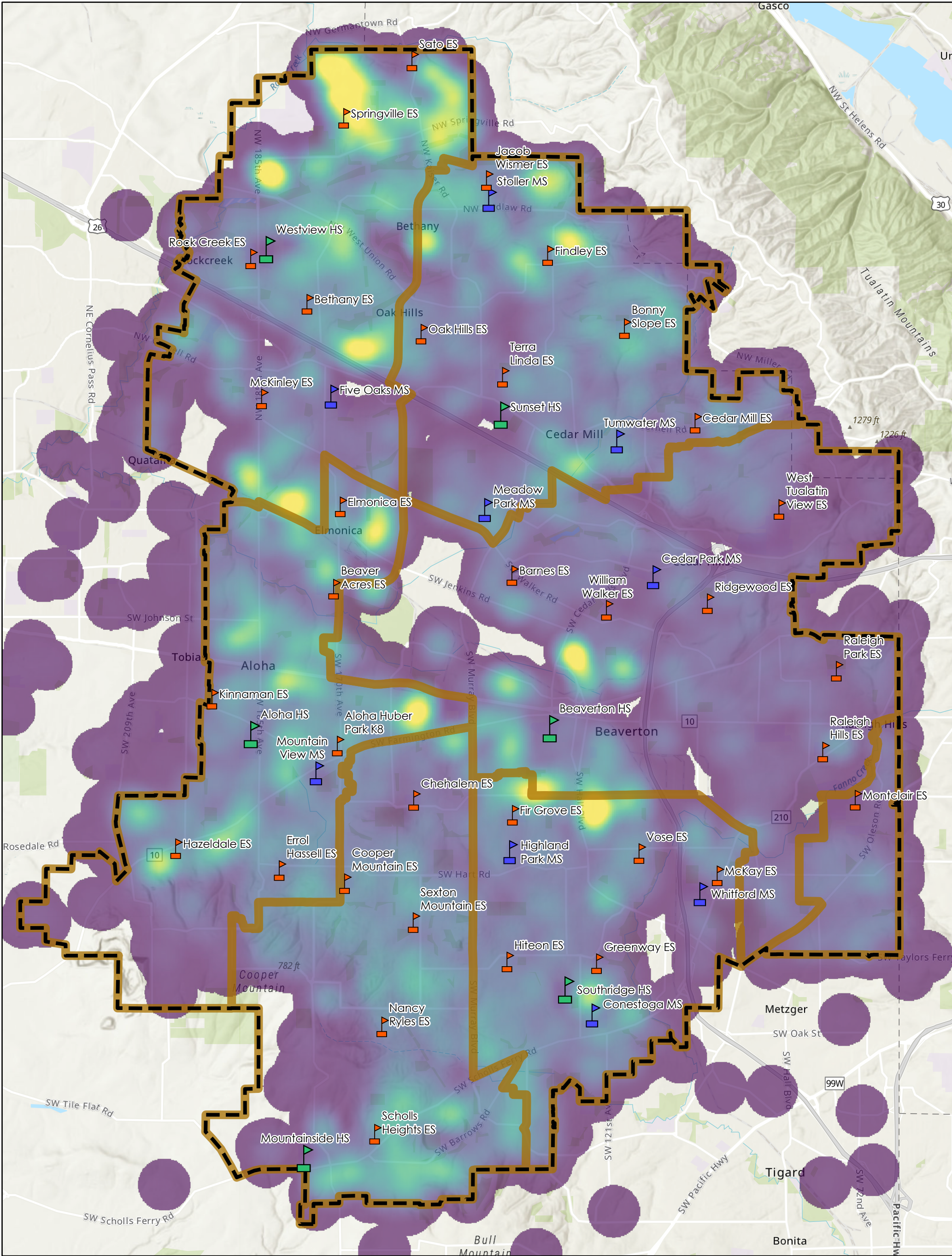
accuracy. The best way to measure error is to compare actual enrollment with previously prepared projections or forecasts that were conducted using similar data and methodologies. Finally, when considering confidence and accuracy, the appropriate use of projections and forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. It is important that stakeholders monitor and manage the changing conditions that will affect future populations, and that projections or forecasts be updated either at a regular frequency, or when deviation of actual enrollment from the projections or forecasts is significant.

Figure 1: District Overview



- | | | |
|-------------------------|-----------------------------------|-----------------|
| School Locations | District Boundary | Beaverton HS |
| ES | Elementary School Attendance Area | Mountainside HS |
| MS | Middle School Attendance Area | Southridge HS |
| HS | High School Attendance Area | Sunset HS |
| | Aloha HS | Westview HS |

Figure 2: Student Density



- District Boundary
- High School Attendance Area
- Student Density
 - Sparse
 - Dense

- School Locations
 - ES
 - MS
 - HS

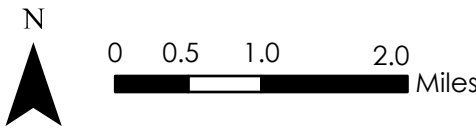


Figure 3: County, District, and City Population: 2000 to 2020

| | 2000 | 2010 | 2020 | Average Annual Growth | |
|---------------------------|---------|---------|---------|-----------------------|-----------|
| | | | | 2000–2010 | 2010–2020 |
| Beaverton School District | 214,745 | 255,082 | 291,739 | 1.7% | 1.4% |
| Beaverton city (part) | 74,981 | 88,350 | 96,059 | 1.7% | 0.8% |
| Hillsboro city (part) | 4,416 | 7,224 | 10,617 | 5.0% | 3.9% |
| Portland city (part) | 1,015 | 969 | 1,100 | -0.5% | 1.3% |
| Tigard city (part) | 7,273 | 7,394 | 9,685 | 0.2% | 2.7% |
| BSD Unincorporated Area | 127,060 | 151,145 | 174,278 | 1.8% | 1.4% |
| Washington County | 445,342 | 529,710 | 600,372 | 1.8% | 1.3% |

Figure 4: Beaverton SD Population by Age Group: 2000 to 2020

| | 2000 | 2010 | 2020 | Average Annual Growth | |
|-------------------------|---------|---------|---------|-----------------------|-----------|
| | | | | 2000–2010 | 2010–2020 |
| Total Population | 214,745 | 255,082 | 291,739 | 1.7% | 1.4% |
| Age 18 and over | 158,779 | 191,464 | 227,234 | 1.9% | 1.7% |
| Under age 18 | 55,966 | 63,618 | 64,505 | 1.3% | 0.1% |
| Under age 5 | 16,356 | 18,046 | 15,991 | 1.0% | -1.2% |
| Age 5 to 17 | 39,610 | 45,572 | 48,514 | 1.4% | 0.6% |
| Under 18 share of total | 26% | 25% | 22% | -- | -- |

Figure 5: Washington County Population Forecasts

| | July 1, 2020 Forecast | July 1, 2030 Forecast | July 1, 2040 Forecast | Average Annual Growth | |
|-------------------|--------------------------|--------------------------|--------------------------|-----------------------|-----------|
| | | | | 2020–2030 | 2030–2040 |
| Washington County | 608,124 | 694,830 | 786,487 | 1.3% | 1.2% |

Figure 3 and 4 source

U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

Figure 5 source

Portland State University, Population Research Center, June 2020. Forecasts prepared before 2020 Census results were published.

Figure 6: Student Generation Rates

2022–23 Beaverton S.D. K–12 Students per Housing Unit Built 2017–2021

| Housing Type | K–5 | 6–8 | 9–12 | K–12 Total |
|--------------------------------------|-------------|-------------|-------------|-------------|
| Single-family | 0.32 | 0.15 | 0.13 | 0.60 |
| Detached | 0.35 | 0.17 | 0.14 | 0.66 |
| Attached ^(a) | 0.25 | 0.10 | 0.10 | 0.45 |
| Multifamily^(b) | 0.07 | 0.03 | 0.03 | 0.13 |
| Market-rate apartments | 0.03 | 0.01 | 0.01 | 0.06 |
| Affordable apartments ^(c) | 0.17 | 0.08 | 0.06 | 0.31 |
| Condominiums | 0.05 | 0.04 | 0.02 | 0.11 |

Notes

(a) Attached homes, or detached homes on lots smaller than 2,750 square feet.

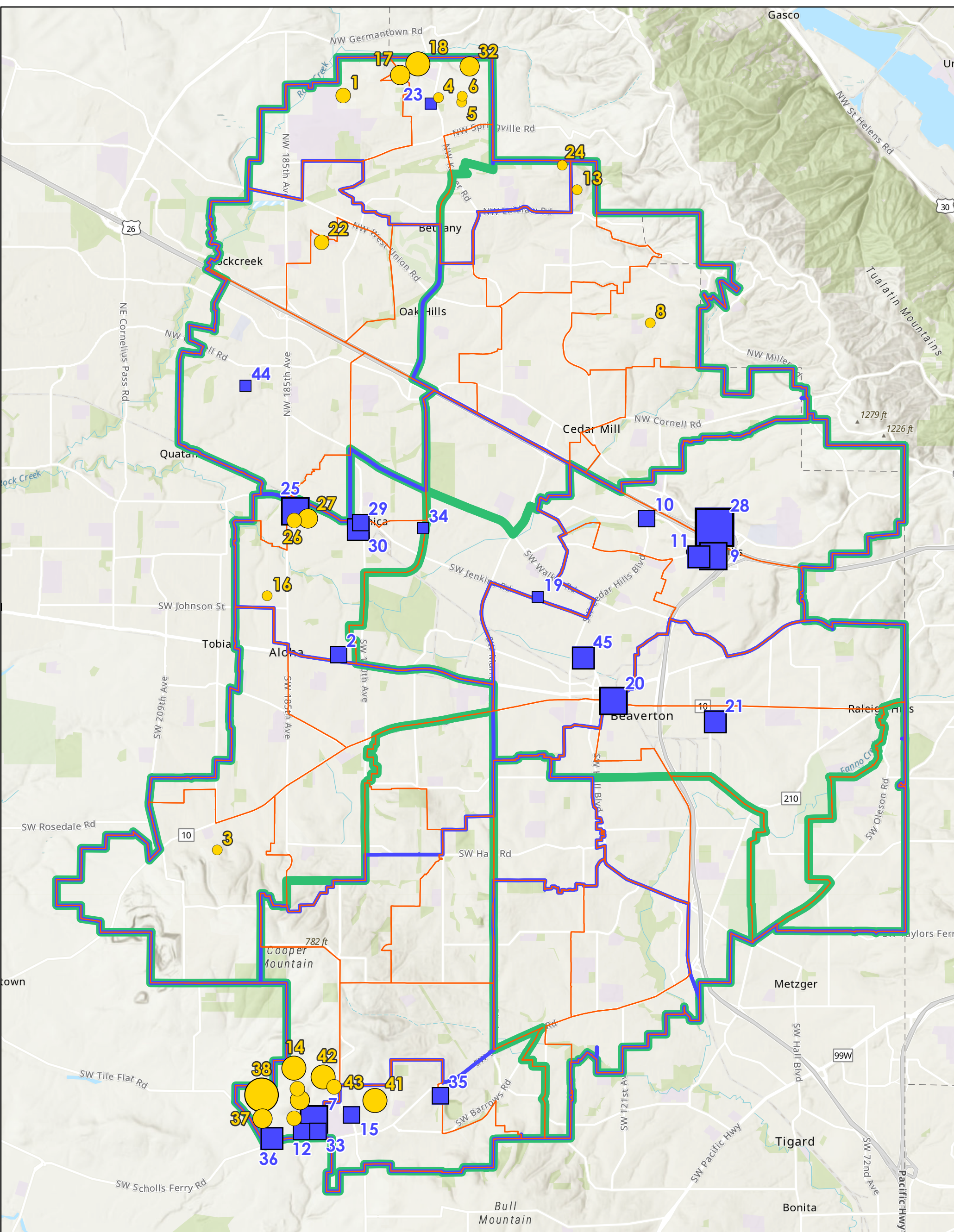
(b) Excludes senior housing.

(c) Income-restricted developments identified in RLIS affordable housing inventory.

Source

FLO Analytics analysis of BSD 2022–23 student data and Metro's Regional Land Information System (RLIS) data.

Figure 7: Residential Development



- Elementary School Attendance Area
- Middle School Attendance Area
- High School Attendance Area

- Multifamily Units**
- 20 - 60
 - 61 - 118
 - 119 - 290
 - 291 - 401
 - 402 - 1800

- Single-family Units**
- 23 - 45
 - 46 - 99
 - 100 - 161
 - 162 - 247
 - 248 - 550

Label
Correspond to Map IDs on Figure 8.

Developments with fewer than 20 total units are not shown.

Residential development data provided by Beaverton School District, City of Beaverton and Washington County.



Figure 8: Current and Planned Residential Development (page 1 of 6)

| MapID | Development Name | Type | Total Units | Status/Timeline | Elementary School | Middle School | High School |
|-------|---|------|-------------|--|--------------------|------------------|-----------------|
| 1 | Abbey Woods | SFD | 99 | under construction and expected to be occupied after fall 2023 | Springville ES | Stoller MS | Westview HS |
| 2 | Aloha Family Housing | MF | 82 | under construction and expected to be occupied after fall 2023 | Beaver Acres ES | Meadow Park MS | Aloha HS |
| 3 | Bernhardt Farms | SFD | 45 | permitted but not yet under construction | Hazeldale ES | Mountain View MS | Aloha HS |
| 4 | Bethany Creek Falls Phase 7 | SFA | 24 | permitted but not yet under construction | Sato ES | Stoller MS | Westview HS |
| 5 | Bethany Crossing Phase 2 & 3 | SFA | 37 | under construction and expected to be occupied after fall 2023 | Sato ES | Stoller MS | Westview HS |
| 6 | Bethany Crossing Phase 2 & 3 (pt 2) | SFA | 37 | under construction and expected to be occupied after fall 2023 | Sato ES | Stoller MS | Westview HS |
| 7 | Blackbird Farms MF | MF | 369 | approved but not yet permitted | Hazeldale ES | Highland Park MS | Mountainside HS |
| 8 | Bonny Slope Estates | SFD | 36 | under construction and expected to be occupied after fall 2023 | Bonny Slope ES | Tumwater MS | Sunset HS |
| 9 | Cedar Hills Apts (Cedar Hills Shopping Ctr) | MF | 401 | approved but not yet permitted | Ridgewood ES | Cedar Park MS | Beaverton HS |
| 10 | Cedar Hills Apts Addition | MF | 11 | approved but not yet permitted | Ridgewood ES | Cedar Park MS | Beaverton HS |
| 11 | Cedar Hills Apts (1679 SW Marlow Ave) | MF | 287 | application submitted but not yet approved | Ridgewood ES | Cedar Park MS | Beaverton HS |
| 12 | Cooper Mtn Apts | MF | 118 | permitted but not yet under construction | Hazeldale ES | Highland Park MS | Mountainside HS |
| 13 | Deer Fern Ridge Sub | SFD | 23 | under construction and expected to be occupied after fall 2023 | Findley ES | Tumwater MS | Sunset HS |
| 14 | Fox Hollow Subdivision | SFD | 241 | approved but not yet permitted | Hazeldale ES | Highland Park MS | Mountainside HS |
| 15 | Goldcrest Apts | MF | 75 | under construction and expected to be occupied after fall 2023 | Scholls Heights ES | Conestoga MS | Mountainside HS |
| 16 | Heritage Grove | SFD | 40 | approved but not yet permitted | Beaver Acres ES | Meadow Park MS | Aloha HS |
| 17 | Hosford Farms Terra Collection | SFD | 128 | under construction and expected to be occupied after fall 2023 | Sato ES | Stoller MS | Westview HS |
| 18 | Hosford Farms Vista Collection | SFD | 117 | under construction and expected to be occupied after fall 2023 | Sato ES | Stoller MS | Westview HS 29 |

Figure 8: Current and Planned Residential Development (page 2 of 6)

| MapID | Development Name | Type | Total Units | Status/Timeline | Elementary School | Middle School | High School |
|-------|--|------|-------------|--|-----------------------|------------------|-----------------|
| 19 | Jenkins Road Apts | MF | 22 | under construction and expected to be occupied after fall 2023 | Barnes ES | Meadow Park MS | Beaverton HS |
| 20 | Modera Beaverton Broadway Apts | MF | 312 | under construction and expected to be occupied after fall 2023 | Raleigh Hills ES | Whitford MS | Beaverton HS |
| 21 | Modera Raleigh Hills Apts | MF | 270 | under construction and expected to be occupied after fall 2023 | Raleigh Hills ES | Whitford MS | Beaverton HS |
| 22 | NW 174th Subdivision | SFD | 66 | application submitted but not yet approved | Bethany ES | Five Oaks MS | Westview HS |
| 23 | NW Kaiser Rd Mixed Use | MF | 20 | under construction and expected to be occupied after fall 2023 | Sato ES | Stoller MS | Westview HS |
| 24 | Noyes Mountain View Ridge | SFD | 40 | pre-application | Jacob Wismer ES | Stoller MS | Sunset HS |
| 25 | Panzer Redev MF | MF | 348 | application submitted but not yet approved | Beaver Acres ES | Meadow Park MS | Aloha HS |
| 26 | Panzer Redev SFA | SFA | 62 | application submitted but not yet approved | Beaver Acres ES | Meadow Park MS | Aloha HS |
| 27 | Panzer Redev SFD | SFD | 123 | application submitted but not yet approved | Beaver Acres ES | Meadow Park MS | Aloha HS |
| 28 | Peterkort MF | MF | 1800 | approved but not yet permitted | West Tualatin View ES | Cedar Park MS | Beaverton HS |
| 29 | REACH Elmonica | MF | 81 | application submitted but not yet approved | Beaver Acres ES | Meadow Park MS | Aloha HS |
| 30 | Rembold Elmonica Mixed Use | MF | 257 | application submitted but not yet approved | Beaver Acres ES | Meadow Park MS | Aloha HS |
| 31 | Ridge at South Cooper Mountain SFD | SFD | 81 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| 32 | Ridgeline at Bethany | SFD | 192 | under construction and expected to be occupied after fall 2023 | Sato ES | Stoller MS | Westview HS |
| 33 | South Cooper Mountain Main Street Apts | MF | 84 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| 34 | SW 158th Apts | MF | 48 | pre-application | Beaver Acres ES | Meadow Park MS | Aloha HS |
| 35 | Scholls Ferry Apts | MF | 96 | application submitted but not yet approved | Scholls Heights ES | Conestoga MS | Mountainside HS |
| 36 | Scholls Heights at South Cooper Mtn Apts | MF | 216 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |

Figure 8: Current and Planned Residential Development (page 3 of 6)

| MapID | Development Name | Type | Total Units | Status/Timeline | Elementary School | Middle School | High School |
|------------------|---|------|-------------|--|--------------------|------------------|-----------------|
| 37 | Scholls Heights at South Cooper Mtn SFA | SFA | 187 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| 38 | Scholls Heights at South Cooper Mtn SFD | SFD | 476 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| 39 | Scholls Valley Heights SFD | SFD | 146 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| 40 | Scholls Valley Heights SFA | SFD | 99 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| 41 | Heights at Cooper Mountain | SFD | 198 | under construction and expected to be occupied after fall 2023 | Scholls Heights ES | Conestoga MS | Mountainside HS |
| 42 | Vineyard at Cooper Mountain | SFD | 228 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| 43 | Vineyard at Cooper Mountain SFA | SFA | 69 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| 44 | Walker Rd Intergeren Housing | MF | 60 | application submitted but not yet approved | McKinley ES | Five Oaks MS | Westview HS |
| 45 | Westgate & Hall Mixed Use | MF | 248 | pre-application | William Walker ES | Cedar Park MS | Beaverton HS |
| Not shown on map | North Bethany Crest Attached | SFA | 84 | under construction and expected to be occupied by fall 2023 | Sato ES | Stoller MS | Westview HS |
| Not shown on map | Creekview Ridge Phase 2 and 3 | SFD | 41 | under construction and expected to be occupied by fall 2023 | Bonny Slope ES | Tumwater MS | Sunset HS |
| Not shown on map | Ridge at South Cooper Mountain SFA | SFA | 29 | under construction and expected to be occupied by fall 2023 | Hazeldale ES | Highland Park MS | Mountainside HS |
| Not shown on map | Trillium Woods phase 2 | SFD | 24 | under construction and expected to be occupied after fall 2023 | Beaver Acres ES | Meadow Park MS | Aloha HS |
| Not shown on map | Finnley Woods | SFD | 24 | under construction and expected to be occupied by fall 2023 | Springville ES | Stoller MS | Westview HS |
| Not shown on map | Cedar Canyon | SFD | 22 | under construction and expected to be occupied after fall 2023 | Hazeldale ES | Mountain View MS | Aloha HS |
| Not shown on map | Riverside at Beaverton Creek | SFD | 22 | under construction and expected to be occupied by fall 2023 | Beaver Acres ES | Meadow Park MS | Aloha HS |
| Not shown on map | Sonny Place | SFD | 21 | under construction and expected to be occupied after fall 2023 | Beaver Acres ES | Meadow Park MS | Aloha HS |
| Not shown on map | Northridge Commons Sub | SFD | 19 | approved but not yet permitted | Hazeldale ES | Mountain View MS | Aloha HS 31 |

Figure 8: Current and Planned Residential Development (page 4 of 6)

| MapID | Development Name | Type | Total Units | Status/Timeline | Elementary School | Middle School | High School |
|------------------|----------------------------|------|-------------|--|-----------------------|------------------|-----------------|
| Not shown on map | Blanton Crossing Townhomes | SFA | 18 | application submitted but not yet approved | Kinnaman ES | Mountain View MS | Aloha HS |
| Not shown on map | Blanton Townhomes | SFA | 16 | application submitted but not yet approved | Kinnaman ES | Mountain View MS | Aloha HS |
| Not shown on map | Amaya's Corner | SFD | 16 | permitted but not yet under construction | Raleigh Park ES | Whitford MS | Beaverton HS |
| Not shown on map | Ridgeline Attached | SFA | 16 | under construction and expected to be occupied after fall 2023 | Sato ES | Stoller MS | Westview HS |
| Not shown on map | Serenity View | SFD | 16 | under construction and expected to be occupied by fall 2023 | Cooper Mtn ES | Highland Park MS | Mountainside HS |
| Not shown on map | SW Center St Apts | MF | 15 | approved but not yet permitted | William Walker ES | Cedar Park MS | Beaverton HS |
| Not shown on map | Trillium Woods phase 1 | SFD | 15 | under construction and expected to be occupied after fall 2023 | Beaver Acres ES | Meadow Park MS | Aloha HS |
| Not shown on map | Gassner Woods | SFD | 15 | permitted but not yet under construction | Hazeldale ES | Mountain View MS | Aloha HS |
| Not shown on map | Estates at Leahy Park | SFD | 14 | permitted but not yet under construction | West Tualatin View ES | Cedar Park MS | Beaverton HS |
| Not shown on map | Henderson Ridge | MF | 14 | pre-application | Aloha Huber Park K8 | Mountain View MS | Aloha HS |
| Not shown on map | 18295 SW Farmington Sub | SFA | 13 | approved but not yet permitted | Kinnaman ES | Mountain View MS | Aloha HS |
| Not shown on map | Pacific Ave Apts | MF | 13 | approved but not yet permitted | Raleigh Hills ES | Whitford MS | Beaverton HS |
| Not shown on map | Quinns Kingdom | SFD | 13 | permitted but not yet under construction | Kinnaman ES | Mountain View MS | Aloha HS |
| Not shown on map | April Crest | SFD | 13 | under construction and expected to be occupied by fall 2023 | Cedar Mill ES | Tumwater MS | Sunset HS |
| Not shown on map | Heritage Commons | MF | 12 | application submitted but not yet approved | Aloha Huber Park K8 | Mountain View MS | Aloha HS |
| Not shown on map | 9th & Hall Quadplex | MF | 12 | pre-application | Raleigh Hills ES | Whitford MS | Beaverton HS |
| Not shown on map | Hawaii Kai Apts | MF | 12 | under construction and expected to be occupied by fall 2023 | Raleigh Park ES | Whitford MS | Beaverton HS |
| Not shown on map | Puffin Lane Subdivision | SFD | 11 | approved but not yet permitted | Scholls Heights ES | Conestoga MS | Mountainside HS |

Figure 8: Current and Planned Residential Development (page 5 of 6)

| MapID | Development Name | Type | Total Units | Status/Timeline | Elementary School | Middle School | High School |
|------------------|-------------------------------|------|-------------|--|-------------------|------------------|-----------------|
| Not shown on map | Rigert Commons | SFD | 11 | under construction and expected to be occupied after fall 2023 | Errol Hassell ES | Mountain View MS | Aloha HS |
| Not shown on map | Bauer Homestead | SFD | 11 | under construction and expected to be occupied by fall 2023 | Terra Linda ES | Tumwater MS | Sunset HS |
| Not shown on map | West Slope Cottages Middle | SFA | 10 | application submitted but not yet approved | Raleigh Park ES | Whitford MS | Beaverton HS |
| Not shown on map | Hall Blvd Apts | MF | 10 | approved but not yet permitted | Vose ES | Whitford MS | Southridge HS |
| Not shown on map | Thompson Rd Sub | SFD | 10 | approved but not yet permitted | Findley ES | Tumwater MS | Sunset HS |
| Not shown on map | Deer Hill Subdivision | SFD | 10 | under construction and expected to be occupied after fall 2023 | Cedar Mill ES | Tumwater MS | Sunset HS |
| Not shown on map | Murray Row Townhomes | SFA | 10 | permitted but not yet under construction | Chehalem ES | Mountain View MS | Mountainside HS |
| Not shown on map | Lynnridge Estates | SFD | 10 | under construction and expected to be occupied by fall 2023 | William Walker ES | Cedar Park MS | Beaverton HS |
| Not shown on map | McDaniel Village | SFD | 9 | application submitted but not yet approved | Bonny Slope ES | Tumwater MS | Sunset HS |
| Not shown on map | Farmington Apts | MF | 9 | approved but not yet permitted | Chehalem ES | Cedar Park MS | Beaverton HS |
| Not shown on map | Riverside at South Ridge Park | SFD | 9 | approved but not yet permitted | Hiteon ES | Conestoga MS | Southridge HS |
| Not shown on map | Abbey Creek Nhood Mixed Use | MF | 8 | application submitted but not yet approved | Springville ES | Stoller MS | Westview HS |
| Not shown on map | Woods Rose Subdivision | SFD | 8 | approved but not yet permitted | Montclair ES | Whitford MS | Southridge HS |
| Not shown on map | Garden Terrace | SFD | 8 | under construction and expected to be occupied after fall 2023 | Montclair ES | Whitford MS | Southridge HS |
| Not shown on map | NW Dale Townhomes | SFA | 7 | approved but not yet permitted | Terra Linda ES | Tumwater MS | Sunset HS |
| Not shown on map | Laidlaw Meadow | SFD | 7 | approved but not yet permitted | Bonny Slope ES | Tumwater MS | Sunset HS |
| Not shown on map | NW 174th at Lonerock | SFD | 7 | approved but not yet permitted | Bethany ES | Five Oaks MS | Westview HS |
| Not shown on map | Blanton Meadows 2 | SFD | 6 | application submitted but not yet approved | Kinnaman ES | Mountain View MS | Aloha HS |

Figure 8: Current and Planned Residential Development (page 6 of 6)

| MapID | Development Name | Type | Total Units | Status/Timeline | Elementary School | Middle School | High School |
|------------------|---------------------------|------|-------------|--|-------------------|----------------|---------------|
| Not shown on map | Blue Spruce Lane | SFD | 6 | approved but not yet permitted | Beaver Acres ES | Meadow Park MS | Aloha HS |
| Not shown on map | Taylor's Meadows | SFD | 6 | under construction and expected to be occupied after fall 2023 | Montclair ES | Whitford MS | Southridge HS |
| Not shown on map | Pheasant Lane Subdivision | SFD | 5 | approved but not yet permitted | Beaver Acres ES | Meadow Park MS | Aloha HS |
| Not shown on map | Danchock Subdivision | SFD | 4 | approved but not yet permitted | Cedar Mill ES | Tumwater MS | Sunset HS |

Notes

MF = multifamily

SFA = single-family attached

SFD = single-family detached

Plans are subject to change; not all information has been verified to reflect latest status or plans. Completion dates are approximate.

Source

Information gathered by Beaverton School District and FLO Analytics from city and county planning departments and other sources.

Figure 9: Historical Enrollment by Grade

| Grade | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 | 2017–18 to 2022–23 |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|
| K | 2,876 | 2,774 | 2,909 | 2,415 | 2,569 | 2,437 | -439 |
| 1 | 2,781 | 2,949 | 2,846 | 2,782 | 2,638 | 2,659 | -122 |
| 2 | 2,986 | 2,839 | 2,975 | 2,705 | 2,787 | 2,625 | -361 |
| 3 | 2,994 | 2,987 | 2,845 | 2,815 | 2,680 | 2,782 | -212 |
| 4 | 3,089 | 3,023 | 3,001 | 2,703 | 2,808 | 2,709 | -380 |
| 5 | 3,076 | 3,100 | 3,051 | 2,897 | 2,721 | 2,795 | -281 |
| 6 | 3,134 | 3,095 | 3,137 | 2,981 | 2,930 | 2,744 | -390 |
| 7 | 3,142 | 3,142 | 3,090 | 3,030 | 2,977 | 2,859 | -283 |
| 8 | 3,078 | 3,142 | 3,120 | 3,008 | 3,015 | 2,956 | -122 |
| 9 | 3,161 | 3,166 | 3,222 | 3,199 | 3,112 | 3,060 | -101 |
| 10 | 3,009 | 3,148 | 3,168 | 3,155 | 3,134 | 3,110 | 101 |
| 11 | 2,793 | 2,820 | 2,946 | 2,944 | 2,980 | 2,964 | 171 |
| 12 | 2,734 | 2,706 | 2,777 | 2,868 | 2,997 | 2,976 | 242 |
| District-wide Total | 38,853 | 38,891 | 39,087 | 37,502 | 37,348 | 36,676 | -2,177 |

Source

Beaverton School District October 2017–18 to 2022–23 enrollment (headcount) by grade. Does not include SPED, SP, AP, or Early College, or Non-State Programs. Includes General Education students from outside the district. Does not include two Charters: Arco Iris & Hope Chinese. The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

**Figure 10: Historical Enrollment by School and Grade Group
(page 1 of 3)**

| School Name | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2017-18 to 2022-23 |
|--------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|
| Aloha Huber Park K8 | 741 | 743 | 714 | 646 | 674 | 725 | -16 |
| Barnes ES | 621 | 634 | 590 | 526 | 513 | 478 | -143 |
| Beaver Acres ES ^(a) | 702 | 623 | 708 | 671 | 677 | 727 | 25 |
| Bethany ES | 530 | 534 | 528 | 447 | 375 | 429 | -101 |
| Bonny Slope ES | 638 | 650 | 655 | 573 | 608 | 683 | 45 |
| Cedar Mill ES | 418 | 428 | 428 | 368 | 375 | 356 | -62 |
| Chehalem ES | 476 | 471 | 459 | 413 | 367 | 372 | -104 |
| Cooper Mtn ES | 505 | 469 | 461 | 383 | 401 | 392 | -113 |
| Elmonica ES ^(a) | 714 | 757 | 550 | 466 | 433 | 418 | -296 |
| Errol Hassell ES | 466 | 441 | 426 | 340 | 341 | 355 | -111 |
| Findley ES | 726 | 685 | 636 | 539 | 476 | 527 | -199 |
| Fir Grove ES | 447 | 385 | 387 | 348 | 335 | 362 | -85 |
| Greenway ES | 353 | 332 | 318 | 301 | 299 | 273 | -80 |
| Hazeldale ES | 430 | 440 | 467 | 420 | 393 | 412 | -18 |
| Hiteon ES | 646 | 638 | 634 | 536 | 492 | 477 | -169 |
| Jacob Wismer ES | 755 | 725 | 727 | 658 | 570 | 592 | -163 |
| Kinnaman ES | 665 | 630 | 599 | 535 | 494 | 460 | -205 |
| McKay ES | 280 | 283 | 269 | 262 | 243 | 249 | -31 |
| McKinley ES | 603 | 575 | 634 | 588 | 566 | 628 | 25 |
| Montclair ES | 331 | 307 | 319 | 254 | 277 | 283 | -48 |
| Nancy Ryles ES | 576 | 642 | 630 | 516 | 498 | 507 | -69 |
| Oak Hills ES | 548 | 552 | 551 | 464 | 504 | 485 | -63 |
| Raleigh Hills K8 | 383 | 371 | 359 | 290 | 278 | 280 | -103 |
| Raleigh Park ES | 369 | 353 | 332 | 316 | 312 | 299 | -70 |
| Ridgewood ES | 414 | 399 | 410 | 331 | 362 | 371 | -43 |
| Rock Creek ES | 573 | 578 | 516 | 418 | 420 | 431 | -142 |
| Sato ES ^(b) | 502 | 596 | 649 | 651 | 698 | 762 | 260 |
| Scholls Heights ES | 516 | 521 | 571 | 570 | 577 | 619 | 103 |
| Sexton Mountain ES | 495 | 526 | 511 | 447 | 441 | 440 | -55 |
| Springville K8 ^(b) | 594 | 643 | 724 | 695 | 581 | 727 | 133 |
| Terra Linda ES | 360 | 332 | 349 | 287 | 271 | 258 | -102 |
| Vose ES | 617 | 647 | 693 | 682 | 665 | 694 | 77 |
| West Tualatin View ES | 353 | 331 | 336 | 266 | 292 | 305 | -48 |
| William Walker ES | 455 | 431 | 487 | 449 | 467 | 503 | 48 |
| FLEX Online School | N/A | N/A | N/A | 661 | 928 | 128 | 128 |
| K-5 Total | 17,802 | 17,672 | 17,627 | 16,317 | 16,203 | 16,007 | -1,795 |

**Figure 10: Historical Enrollment by School and Grade Group
(page 2 of 3)**

| School Name | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2017-18 to 2022-23 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------------|
| Cedar Park MS ^(c) | 872 | 931 | 911 | 816 | 439 | 454 | -418 |
| Cedar Park SUMMA ^(d) | 93 | 65 | 30 | N/A | N/A | N/A | -93 |
| Conestoga MS ^(c) | 959 | 964 | 975 | 878 | 838 | 769 | -190 |
| Five Oaks MS ^(c) | 831 | 785 | 833 | 777 | 731 | 749 | -82 |
| Highland Park MS ^(c) | 820 | 794 | 750 | 678 | 682 | 635 | -185 |
| Highland Park SUMMA ^(d) | 76 | 54 | 27 | N/A | N/A | N/A | -76 |
| Meadow Park MS ^(c) | 682 | 668 | 677 | 629 | 586 | 596 | -86 |
| Meadow Park SUMMA ^(c) | 128 | 126 | 157 | 182 | 93 | 85 | -43 |
| Mountain View MS ^(c) | 811 | 888 | 853 | 781 | 874 | 867 | 56 |
| Stoller MS ^(c) | 1,090 | 1,162 | 1,226 | 952 | 693 | 636 | -454 |
| Stoller SUMMA ^(c) | 394 | 352 | 334 | 437 | 326 | 266 | -128 |
| Tumwater MS ^(e) | N/A | N/A | N/A | N/A | 662 | 760 | 760 |
| Tumwater SUMMA ^(e) | N/A | N/A | N/A | N/A | 203 | 219 | 219 |
| Whitford MS ^(c) | 608 | 607 | 614 | 590 | 660 | 678 | 70 |
| Whitford SUMMA ^(c) | 81 | 85 | 92 | 120 | 98 | 111 | 30 |
| Aloha Huber Park K8 | 180 | 183 | 179 | 176 | 175 | 167 | -13 |
| Raleigh Hills K8 ^(f) | 167 | 160 | 163 | 154 | 75 | 27 | -140 |
| Springville K8 ^(f) | 177 | 178 | 160 | 161 | 86 | 40 | -137 |
| Arts and Communication (ACMA) | 348 | 338 | 338 | 335 | 324 | 323 | -25 |
| Health and Sciences School (HS2) ^(g) | 377 | 376 | 372 | N/A | N/A | N/A | -377 |
| International School of Beaverton (ISB) | 482 | 481 | 479 | 474 | 473 | 455 | -27 |
| Rachel Carson | 178 | 182 | 177 | 175 | 175 | 179 | 1 |
| Beaverton Academy of Science and Engineering (BASE) ^(h) | N/A | N/A | N/A | 385 | 382 | 382 | 382 |
| FLEX Online School ^(h) | N/A | N/A | N/A | 319 | 347 | 161 | 161 |
| 6-8 Total | 9,354 | 9,379 | 9,347 | 9,019 | 8,922 | 8,559 | -795 |

**Figure 10: Historical Enrollment by School and Grade Group
(page 3 of 3)**

| School Name | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2017-18 to 2022-23 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|
| Aloha HS | 1,774 | 1,773 | 1,751 | 1,718 | 1,696 | 1,609 | -165 |
| Beaverton HS | 1,644 | 1,513 | 1,469 | 1,508 | 1,425 | 1,430 | -214 |
| Mountainside HS | 873 | 1,350 | 1,787 | 1,701 | 1,721 | 1,715 | 842 |
| Southridge HS | 1,440 | 1,401 | 1,380 | 1,437 | 1,474 | 1,460 | 20 |
| Sunset HS | 2,068 | 2,019 | 1,971 | 1,953 | 1,947 | 1,903 | -165 |
| Westview HS | 2,484 | 2,364 | 2,382 | 2,288 | 2,280 | 2,353 | -131 |
| Arts and Comm- unication (ACMA) | 336 | 361 | 368 | 372 | 369 | 370 | 34 |
| Community School | 161 | 151 | 128 | 106 | 90 | 130 | -31 |
| Health and Sciences School (HS2) ^(g) | 344 | 364 | 334 | N/A | N/A | N/A | -344 |
| International School of Beaverton (ISB) | 400 | 381 | 368 | 393 | 384 | 432 | 32 |
| School of Science and Technology (SST) ^(g) | 173 | 163 | 175 | N/A | N/A | N/A | -173 |
| Beaverton Academy of Science and Engineering (BASE) ^(h) | N/A | N/A | N/A | 456 | 446 | 441 | 441 |
| FLEX Online School ^(h) | N/A | N/A | N/A | 234 | 391 | 267 | 267 |
| 9-12 Total | 11,697 | 11,840 | 12,113 | 12,166 | 12,223 | 12,110 | 413 |

| | | | | | | | |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| District-wide Total | 38,853 | 38,891 | 39,087 | 37,502 | 37,348 | 36,676 | -2,177 |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|

Notes

(a) boundary change 2019

(b) boundary change 2022

(c) boundary change 2021

(d) SUMMA program phased out; grades 6-8 in 2017-18, 7-8 in 2018-19, grade 8 in 2019-20

(e) school opened 2021

(f) middle grades phase out; grades 6-8 in 2020-21, 7-8 in 2021-22, grade 8 in 2022-23

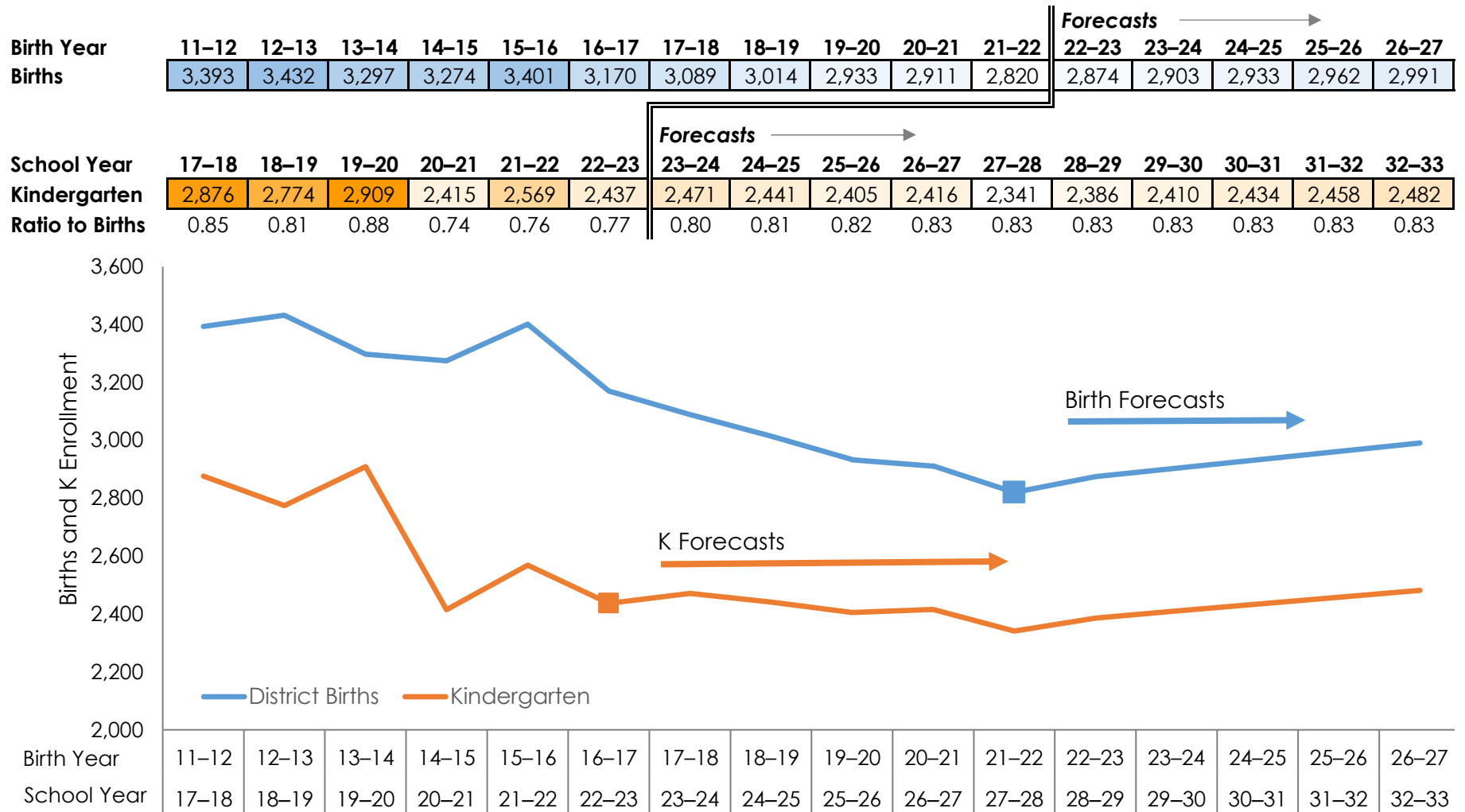
(g) school closed 2020

(h) school opened 2020

Source

Beaverton School District October 2017-18 to 2022-23 enrollment (headcount) by school and grade group. Does not include SPED, SP, AP, or Early College, or Non-State Programs. Includes General Education students from outside the district. Does not include two Charters: Arco Iris & Hope Chinese. The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

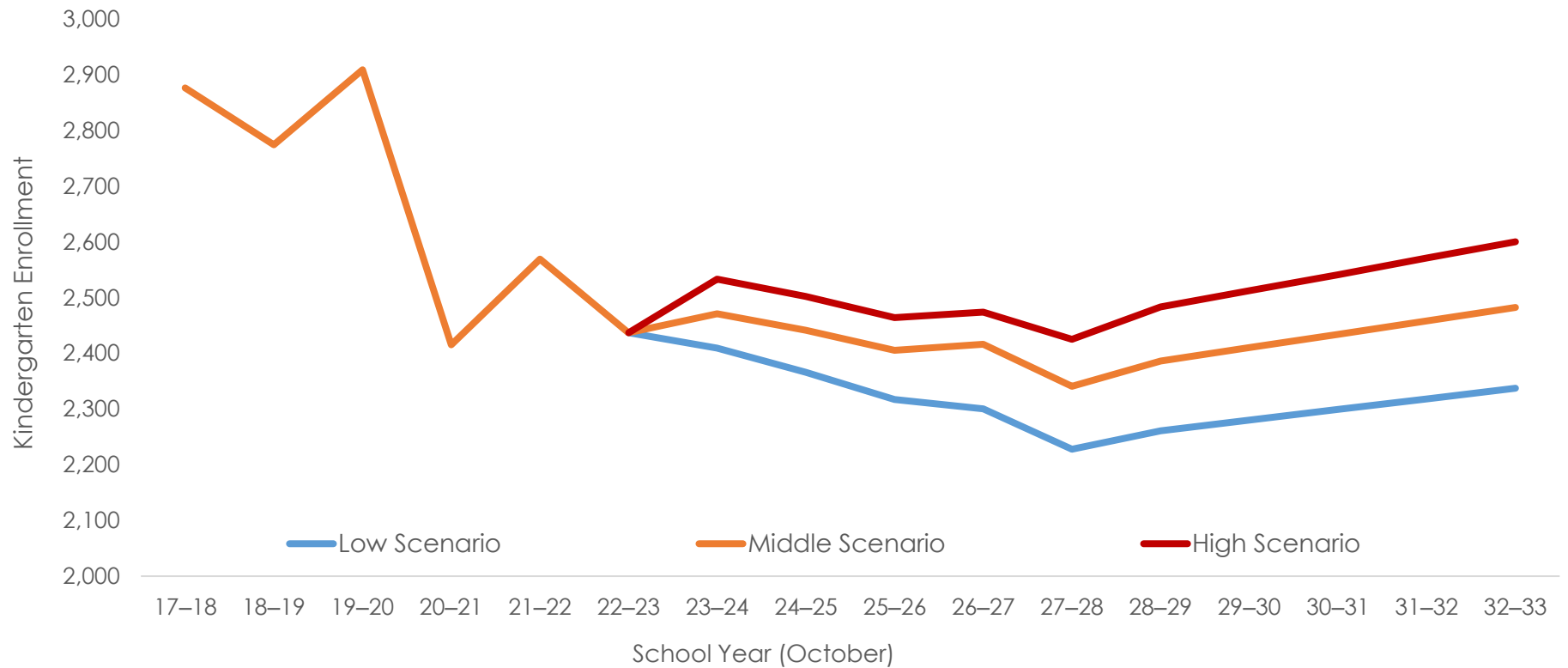
Figure 11: District Resident Births and Kindergarten Enrollment



Births to mothers residing within the district boundary from the Oregon Health Authority for 2011 to 2022 and historical and forecasted students enrolled at district schools in the 2017-18 to 2022-23 school years, including students residing outside of the district boundary. Birth cohorts are aligned with kindergarten cohorts (e.g., the 11-12 birth year represents births from September 2011 to August 2012, the 17-18 kindergarten year). The ratio is calculated by dividing each K enrollment by the births five years earlier (e.g., October 2017 K divided by 2011-12 births). Births from 2023 to 2027, which inform K classes beginning with the 2028-29 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates.

Figure 12: Kindergarten Enrollment and Ratio to Births

| Scenario | K Enrollment | | | | | | Forecasts | | | | | | | | | |
|-----------------|--------------|-------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 | 29-30 | 30-31 | 31-32 | 32-33 |
| Low | | | | | | 2,437 | 2,409 | 2,366 | 2,317 | 2,300 | 2,228 | 2,261 | 2,280 | 2,299 | 2,318 | 2,337 |
| Ratio to Births | | | | | | 0.77 | 0.78 | 0.79 | 0.79 | 0.79 | 0.79 | 0.79 | 0.79 | 0.79 | 0.79 | 0.79 |
| Middle | 2,876 | 2,774 | 2,909 | 2,415 | 2,569 | 2,437 | 2,471 | 2,441 | 2,405 | 2,416 | 2,341 | 2,386 | 2,410 | 2,434 | 2,458 | 2,482 |
| Ratio to Births | 0.85 | 0.81 | 0.88 | 0.74 | 0.76 | 0.77 | 0.80 | 0.81 | 0.82 | 0.83 | 0.83 | 0.83 | 0.83 | 0.83 | 0.83 | 0.83 |
| High | | | | | | 2,437 | 2,533 | 2,502 | 2,464 | 2,474 | 2,425 | 2,483 | 2,512 | 2,541 | 2,571 | 2,600 |
| Ratio to Births | | | | | | 0.77 | 0.82 | 0.83 | 0.84 | 0.85 | 0.86 | 0.86 | 0.86 | 0.86 | 0.86 | 0.86 |



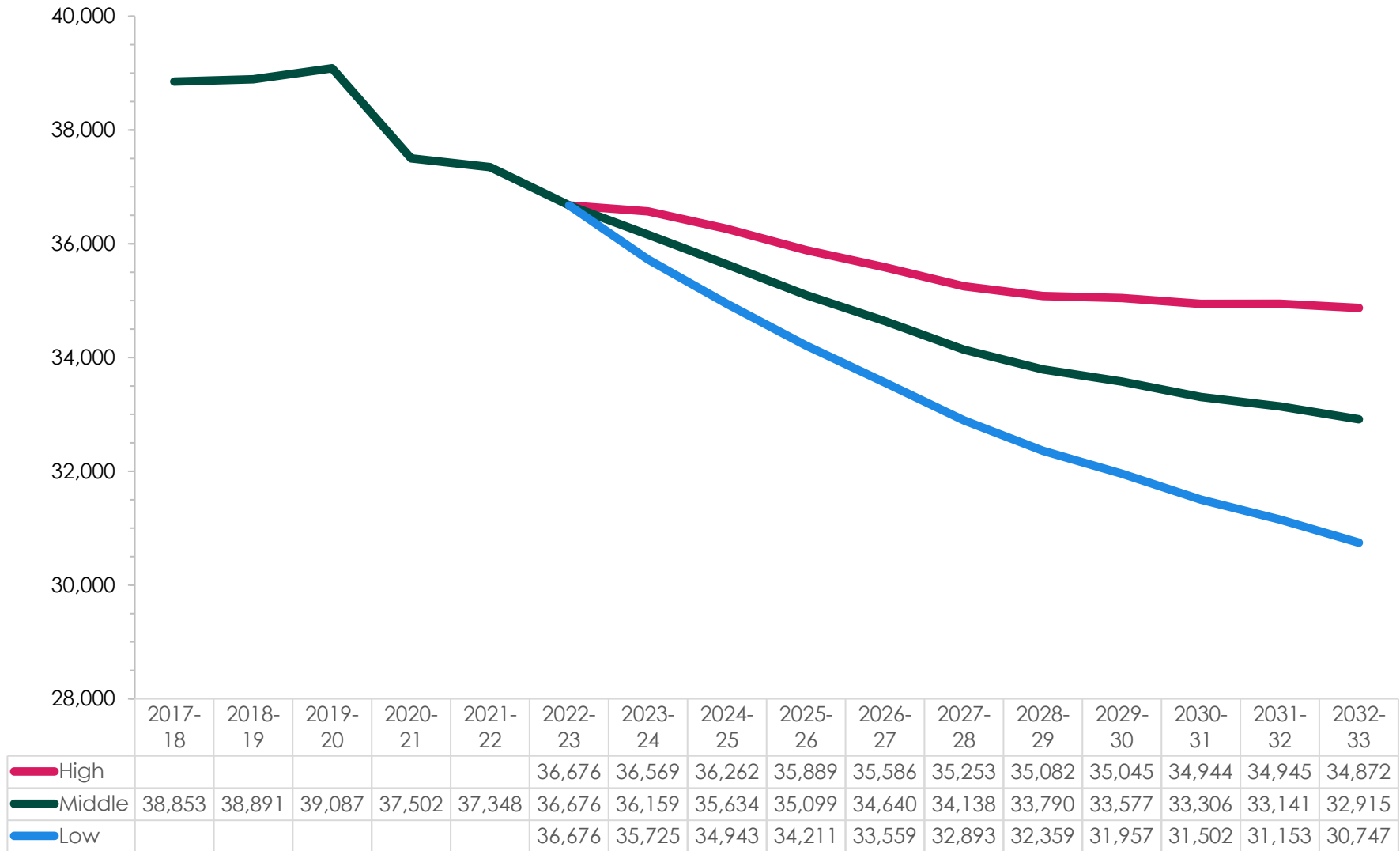
Historical kindergarten students attending District schools in the 2017-18 to 2022-23 school years, and FLO Analytics forecasts of kindergarten enrollment under low, middle, and high scenarios. Ratios are calculated by dividing each K class by the historical and forecast live birth totals five years earlier (e.g., October 2018 K divided by 2012-13 births).

Figure 13: Grade Progression Ratios

| Grade Progression Ratios | 2016–17 to 2017–18 | 2017–18 to 2018–19 | 2018–19 to 2019–20 | 2019–20 to 2020–21 | 2020–21 to 2021–22 | 2021–22 to 2022–23 | 3-year pre-COVID Average | 2022–23 to 2023–24 Forecast | 2023–24 to 2024–25 Forecast | 2024–25 to 2032–33 Forecast |
|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|
| K–1 | 1.011 | 1.025 | 1.026 | 0.956 | 1.092 | 1.035 | 1.021 | 1.026 | 1.026 | 1.026 |
| 1–2 | 0.989 | 1.021 | 1.009 | 0.950 | 1.002 | 0.995 | 1.006 | 1.006 | 1.006 | 1.006 |
| 2–3 | 0.983 | 1.000 | 1.002 | 0.946 | 0.991 | 0.998 | 0.995 | 0.998 | 0.998 | 0.998 |
| 3–4 | 1.003 | 1.010 | 1.005 | 0.950 | 0.998 | 1.011 | 1.006 | 1.006 | 1.006 | 1.006 |
| 4–5 | 0.993 | 1.004 | 1.009 | 0.965 | 1.007 | 0.995 | 1.002 | 1.002 | 1.002 | 1.002 |
| 5–6 | 1.018 | 1.006 | 1.012 | 0.977 | 1.011 | 1.008 | 1.012 | 1.012 | 1.012 | 1.012 |
| 6–7 | 0.997 | 1.003 | 0.998 | 0.966 | 0.999 | 0.976 | 0.999 | 0.999 | 0.999 | 0.999 |
| 7–8 | 0.986 | 1.000 | 0.993 | 0.973 | 0.995 | 0.993 | 0.993 | 0.993 | 0.993 | 0.993 |
| 8–9 | 1.025 | 1.029 | 1.025 | 1.025 | 1.035 | 1.015 | 1.026 | 1.026 | 1.026 | 1.026 |
| 9–10 | 0.989 | 0.996 | 1.001 | 0.979 | 0.980 | 0.999 | 0.995 | 0.995 | 0.995 | 0.995 |
| 10–11 | 0.933 | 0.937 | 0.936 | 0.929 | 0.945 | 0.946 | 0.935 | 0.945 | 0.945 | 0.945 |
| 11–12 | 0.973 | 0.969 | 0.985 | 0.974 | 1.018 | 0.999 | 0.976 | 0.996 | 0.996 | 0.996 |

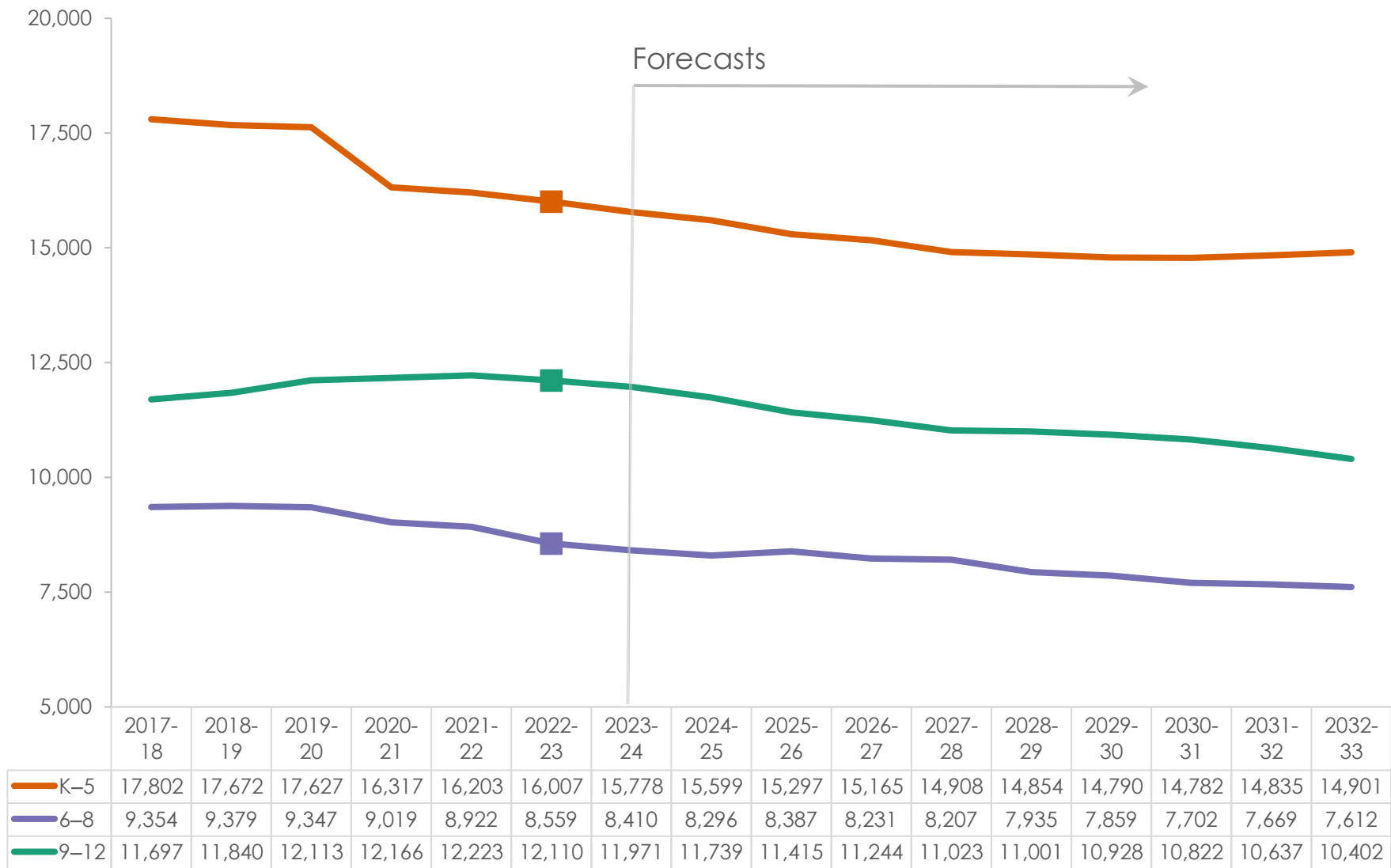
Historical and middle scenario forecast grade progression ratios (GPR) based on District resident October enrollment. GPRs are calculated as the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, 3000 kindergarteners becoming 3030 first graders would yield a GPR of 1.01. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and new students join existing cohorts. A GPR value greater than 1.0 indicates that the student cohort increased in size from one grade to the next. Conversely, a GPR value less than 1.0 indicates that the student cohort decreased in size from one grade to the next.

Figure 14: District-wide Enrollment Forecasts: Low, Middle, and High Scenarios



Beaverton School District October 2017–18 to 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts. Does not include Pre-Kindergarten/ Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include two Charters: Arco Iris & Hope Chinese.

Figure 15: District-wide Enrollment Forecasts by Grade Group: Middle (Preferred) Scenario



Beaverton School District October 2017-18 to 2022-23 enrollment and FLO 2023-24 to 2032-33 enrollment forecasts. Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include two Charters: Arco Iris & Hope Chinese.

Figure 16: Enrollment Forecasts by Individual Grade: Middle Scenario

| Grade | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| K | 2,437 | 2,471 | 2,441 | 2,405 | 2,416 | 2,341 | 2,386 | 2,410 | 2,434 | 2,458 | 2,482 |
| 1 | 2,659 | 2,500 | 2,535 | 2,504 | 2,467 | 2,478 | 2,401 | 2,447 | 2,472 | 2,497 | 2,521 |
| 2 | 2,625 | 2,675 | 2,515 | 2,551 | 2,519 | 2,482 | 2,493 | 2,416 | 2,462 | 2,487 | 2,512 |
| 3 | 2,782 | 2,620 | 2,670 | 2,511 | 2,546 | 2,515 | 2,478 | 2,489 | 2,412 | 2,458 | 2,483 |
| 4 | 2,709 | 2,798 | 2,635 | 2,686 | 2,526 | 2,561 | 2,530 | 2,493 | 2,504 | 2,426 | 2,472 |
| 5 | 2,795 | 2,714 | 2,803 | 2,640 | 2,691 | 2,531 | 2,566 | 2,535 | 2,498 | 2,509 | 2,431 |
| 6 | 2,744 | 2,828 | 2,746 | 2,836 | 2,671 | 2,723 | 2,561 | 2,596 | 2,565 | 2,528 | 2,539 |
| 7 | 2,859 | 2,743 | 2,826 | 2,745 | 2,834 | 2,670 | 2,722 | 2,560 | 2,595 | 2,564 | 2,527 |
| 8 | 2,956 | 2,839 | 2,724 | 2,806 | 2,726 | 2,814 | 2,652 | 2,703 | 2,542 | 2,577 | 2,546 |
| 9 | 3,060 | 3,034 | 2,913 | 2,795 | 2,880 | 2,798 | 2,888 | 2,722 | 2,774 | 2,609 | 2,645 |
| 10 | 3,110 | 3,046 | 3,020 | 2,899 | 2,782 | 2,867 | 2,785 | 2,875 | 2,709 | 2,761 | 2,597 |
| 11 | 2,964 | 2,940 | 2,879 | 2,855 | 2,740 | 2,630 | 2,710 | 2,633 | 2,718 | 2,561 | 2,610 |
| 12 | 2,976 | 2,951 | 2,927 | 2,866 | 2,842 | 2,728 | 2,618 | 2,698 | 2,621 | 2,706 | 2,550 |
| K-5 | 16,007 | 15,778 | 15,599 | 15,297 | 15,165 | 14,908 | 14,854 | 14,790 | 14,782 | 14,835 | 14,901 |
| 6-8 | 8,559 | 8,410 | 8,296 | 8,387 | 8,231 | 8,207 | 7,935 | 7,859 | 7,702 | 7,669 | 7,612 |
| <u>9-12</u> | <u>12,110</u> | <u>11,971</u> | <u>11,739</u> | <u>11,415</u> | <u>11,244</u> | <u>11,023</u> | <u>11,001</u> | <u>10,928</u> | <u>10,822</u> | <u>10,637</u> | <u>10,402</u> |
| Total | 36,676 | 36,159 | 35,634 | 35,099 | 34,640 | 34,138 | 33,790 | 33,577 | 33,306 | 33,141 | 32,915 |

Beaverton School District October 2022-23 enrollment and FLO 2023-24 to 2032-33 enrollment forecasts (middle, or preferred, scenario). Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include two Charters: Arco Iris & Hope Chinese.

Figure 17: Enrollment Forecasts by School/Program
(page 1 of 3)

| School Name | 2022–23 | 2023–24 | 2024–25 | 2025–26 | 2026–27 | 2027–28 | 2032–33 |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Aloha Huber Park K8 | 725 | 713 | 689 | 671 | 663 | 627 | 610 |
| Barnes ES | 478 | 459 | 451 | 438 | 443 | 439 | 443 |
| Beaver Acres ES | 727 | 722 | 725 | 734 | 725 | 726 | 718 |
| Bethany ES | 429 | 420 | 411 | 382 | 367 | 368 | 354 |
| Bonny Slope ES ^(a) | 683 | 614 | 576 | 560 | 574 | 545 | 529 |
| Cedar Mill ES | 356 | 347 | 336 | 335 | 339 | 320 | 329 |
| Chehalem ES | 372 | 362 | 353 | 341 | 333 | 334 | 345 |
| Cooper Mtn ES | 392 | 376 | 362 | 342 | 343 | 335 | 347 |
| Elmonica ES | 418 | 404 | 392 | 386 | 373 | 369 | 378 |
| Errol Hassell ES | 355 | 356 | 347 | 343 | 335 | 319 | 321 |
| Findley ES ^(a) | 527 | 587 | 590 | 589 | 578 | 575 | 562 |
| Fir Grove ES | 362 | 357 | 342 | 332 | 317 | 315 | 319 |
| Greenway ES | 273 | 259 | 255 | 237 | 232 | 225 | 233 |
| Hazeldale ES | 412 | 433 | 511 | 589 | 674 | 751 | 754 |
| Hiteon ES | 477 | 462 | 466 | 448 | 439 | 439 | 436 |
| Jacob Wismer ES | 592 | 565 | 558 | 525 | 502 | 502 | 517 |
| Kinnaman ES | 460 | 448 | 447 | 429 | 431 | 418 | 424 |
| McKay ES | 249 | 251 | 239 | 230 | 221 | 210 | 212 |
| McKinley ES | 628 | 632 | 639 | 639 | 627 | 592 | 577 |
| Montclair ES | 283 | 285 | 273 | 255 | 254 | 248 | 240 |
| Nancy Ryles ES | 507 | 474 | 462 | 441 | 430 | 429 | 451 |
| Oak Hills ES | 485 | 478 | 461 | 453 | 431 | 424 | 417 |
| Raleigh Hills ES | 280 | 276 | 283 | 283 | 287 | 277 | 283 |
| Raleigh Park ES | 299 | 293 | 280 | 277 | 267 | 256 | 267 |
| Ridgewood ES | 371 | 362 | 354 | 345 | 351 | 339 | 350 |
| Rock Creek ES | 431 | 399 | 388 | 377 | 358 | 346 | 338 |
| Sato ES | 762 | 837 | 868 | 881 | 877 | 881 | 823 |
| Scholls Heights ES | 619 | 624 | 624 | 623 | 615 | 596 | 605 |
| Sexton Mountain ES | 440 | 418 | 396 | 394 | 383 | 372 | 402 |
| Springville ES | 727 | 738 | 740 | 720 | 712 | 688 | 669 |
| Terra Linda ES | 258 | 245 | 230 | 210 | 211 | 214 | 217 |
| Vose ES | 694 | 682 | 668 | 632 | 629 | 615 | 616 |
| West Tualatin View ES | 305 | 298 | 292 | 281 | 275 | 258 | 261 |
| William Walker ES | 503 | 495 | 492 | 473 | 465 | 453 | 449 |
| FLEX Online School | 128 | 107 | 99 | 102 | 104 | 103 | 105 |
| K–5 Total | 16,007 | 15,778 | 15,599 | 15,297 | 15,165 | 14,908 | 14,901 |

**Figure 17: Enrollment Forecasts by School/Program
(page 2 of 3)**

| School Name | 2022–23 | 2023–24 | 2024–25 | 2025–26 | 2026–27 | 2027–28 | 2032–33 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Cedar Park MS | 454 | 392 | 550 | 372 | 640 | 543 | 404 |
| Conestoga MS | 769 | 794 | 749 | 777 | 715 | 714 | 634 |
| Five Oaks MS | 749 | 760 | 705 | 714 | 652 | 669 | 598 |
| Highland Park MS | 635 | 652 | 649 | 752 | 755 | 801 | 782 |
| Meadow Park MS | 596 | 596 | 552 | 540 | 496 | 494 | 467 |
| Meadow Park SUMMA | 85 | 84 | 81 | 83 | 77 | 78 | 79 |
| Mountain View MS | 867 | 802 | 716 | 734 | 666 | 669 | 622 |
| Stoller MS | 636 | 726 | 733 | 765 | 728 | 730 | 685 |
| Stoller SUMMA | 266 | 267 | 282 | 304 | 288 | 289 | 266 |
| Tumwater MS | 760 | 777 | 741 | 754 | 683 | 669 | 618 |
| Tumwater SUMMA | 219 | 193 | 182 | 191 | 184 | 185 | 179 |
| Whitford MS | 678 | 671 | 654 | 689 | 643 | 648 | 580 |
| Whitford SUMMA | 111 | 98 | 108 | 105 | 97 | 99 | 97 |
| Aloha Huber Park K8 | 167 | 161 | 171 | 179 | 174 | 187 | 160 |
| Raleigh Hills K8 ^(b) | 27 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springville K8 ^(b) | 40 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arts and Communication (ACMA) | 323 | 321 | 320 | 323 | 323 | 323 | 323 |
| International School of Beaverton (ISB) | 455 | 451 | 450 | 456 | 455 | 455 | 455 |
| Rachel Carson | 179 | 179 | 179 | 179 | 179 | 179 | 179 |
| Beaverton Academy of Science and Engineering (BASE) | 382 | 380 | 381 | 383 | 381 | 381 | 381 |
| FLEX Online School | 161 | 106 | 93 | 87 | 95 | 94 | 103 |
| 6–8 Total | 8,559 | 8,410 | 8,296 | 8,387 | 8,231 | 8,207 | 7,612 |

**Figure 17: Enrollment Forecasts by School/Program
(page 3 of 3)**

| School Name | 2022–23 | 2023–24 | 2024–25 | 2025–26 | 2026–27 | 2027–28 | 2032–33 |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Aloha HS | 1,609 | 1,565 | 1,548 | 1,477 | 1,454 | 1,391 | 1,242 |
| Beaverton HS | 1,430 | 1,454 | 1,409 | 1,397 | 1,374 | 1,321 | 1,218 |
| Mountainside HS | 1,715 | 1,746 | 1,764 | 1,720 | 1,718 | 1,714 | 1,659 |
| Southridge HS | 1,460 | 1,401 | 1,352 | 1,270 | 1,246 | 1,228 | 1,179 |
| Sunset HS | 1,903 | 1,839 | 1,798 | 1,753 | 1,735 | 1,713 | 1,527 |
| Westview HS | 2,353 | 2,336 | 2,259 | 2,195 | 2,125 | 2,063 | 1,971 |
| Arts and Communication (ACMA) | 370 | 369 | 371 | 367 | 368 | 369 | 371 |
| Community School | 130 | 132 | 133 | 128 | 126 | 131 | 131 |
| International School of Beaverton (ISB) | 432 | 430 | 428 | 432 | 428 | 432 | 433 |
| Beaverton Academy of Science and Engineering (BASE) | 441 | 442 | 444 | 446 | 444 | 442 | 441 |
| FLEX Online School | 267 | 257 | 233 | 230 | 226 | 219 | 230 |
| 9–12 Total | 12,110 | 11,971 | 11,739 | 11,415 | 11,244 | 11,023 | 10,402 |

| | | | | | | | |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| District-wide Total | 36,676 | 36,159 | 35,634 | 35,099 | 34,640 | 34,138 | 32,915 |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|

Notes

(a) boundary change 2023

(b) middle grades phase out; includes grade 8 in 2022–23, beginning in 2023–24 the school serves K-5 only

Source

Beaverton School District October 2022–23 enrollment (headcount) and FLO Analytics 2023–24 to 2032–33 forecasts. Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include two Charters: Arco Iris & Hope Chinese.

Figure 18: Enrollment Forecasts by Individual Grade: Low Scenario

| Grade | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|
| K | 2,437 | 2,409 | 2,366 | 2,317 | 2,300 | 2,228 | 2,261 | 2,280 | 2,299 | 2,318 | 2,337 |
| 1 | 2,659 | 2,463 | 2,447 | 2,403 | 2,353 | 2,336 | 2,263 | 2,297 | 2,316 | 2,335 | 2,355 |
| 2 | 2,625 | 2,649 | 2,466 | 2,450 | 2,406 | 2,356 | 2,339 | 2,266 | 2,300 | 2,319 | 2,338 |
| 3 | 2,782 | 2,586 | 2,623 | 2,442 | 2,426 | 2,383 | 2,333 | 2,316 | 2,244 | 2,278 | 2,296 |
| 4 | 2,709 | 2,771 | 2,588 | 2,625 | 2,444 | 2,428 | 2,385 | 2,335 | 2,318 | 2,246 | 2,280 |
| 5 | 2,795 | 2,687 | 2,762 | 2,580 | 2,617 | 2,436 | 2,420 | 2,378 | 2,328 | 2,311 | 2,239 |
| 6 | 2,744 | 2,800 | 2,705 | 2,789 | 2,605 | 2,643 | 2,460 | 2,444 | 2,401 | 2,351 | 2,334 |
| 7 | 2,859 | 2,715 | 2,785 | 2,698 | 2,782 | 2,598 | 2,636 | 2,454 | 2,438 | 2,395 | 2,345 |
| 8 | 2,956 | 2,811 | 2,683 | 2,760 | 2,674 | 2,757 | 2,575 | 2,612 | 2,432 | 2,416 | 2,374 |
| 9 | 3,060 | 2,989 | 2,871 | 2,748 | 2,827 | 2,739 | 2,824 | 2,637 | 2,675 | 2,491 | 2,475 |
| 10 | 3,110 | 3,015 | 2,960 | 2,852 | 2,730 | 2,808 | 2,721 | 2,805 | 2,619 | 2,657 | 2,474 |
| 11 | 2,964 | 2,909 | 2,820 | 2,768 | 2,667 | 2,553 | 2,626 | 2,545 | 2,624 | 2,450 | 2,485 |
| 12 | 2,976 | 2,921 | 2,867 | 2,779 | 2,728 | 2,628 | 2,516 | 2,588 | 2,508 | 2,586 | 2,415 |
| K-5 | 16,007 | 15,565 | 15,252 | 14,817 | 14,546 | 14,167 | 14,001 | 13,872 | 13,805 | 13,807 | 13,845 |
| 6-8 | 8,559 | 8,326 | 8,173 | 8,247 | 8,061 | 7,998 | 7,671 | 7,510 | 7,271 | 7,162 | 7,053 |
| <u>9-12</u> | <u>12,110</u> | <u>11,834</u> | <u>11,518</u> | <u>11,147</u> | <u>10,952</u> | <u>10,728</u> | <u>10,687</u> | <u>10,575</u> | <u>10,426</u> | <u>10,184</u> | <u>9,849</u> |
| Total | 36,676 | 35,725 | 34,943 | 34,211 | 33,559 | 32,893 | 32,359 | 31,957 | 31,502 | 31,153 | 30,747 |

Beaverton School District October 2022-23 enrollment and FLO 2023-24 to 2032-33 low scenario enrollment forecasts. Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include two Charters: Arco Iris & Hope Chinese.

Figure 19: Enrollment Forecasts by Individual Grade: High Scenario

| Grade | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| K | 2,437 | 2,533 | 2,502 | 2,464 | 2,474 | 2,425 | 2,483 | 2,512 | 2,541 | 2,571 | 2,600 |
| 1 | 2,659 | 2,536 | 2,624 | 2,591 | 2,552 | 2,562 | 2,512 | 2,572 | 2,602 | 2,632 | 2,663 |
| 2 | 2,625 | 2,702 | 2,564 | 2,653 | 2,620 | 2,580 | 2,591 | 2,540 | 2,601 | 2,631 | 2,661 |
| 3 | 2,782 | 2,647 | 2,711 | 2,572 | 2,662 | 2,628 | 2,588 | 2,599 | 2,548 | 2,609 | 2,640 |
| 4 | 2,709 | 2,826 | 2,676 | 2,740 | 2,600 | 2,691 | 2,657 | 2,616 | 2,627 | 2,576 | 2,637 |
| 5 | 2,795 | 2,741 | 2,846 | 2,694 | 2,759 | 2,618 | 2,710 | 2,675 | 2,634 | 2,645 | 2,594 |
| 6 | 2,744 | 2,856 | 2,787 | 2,894 | 2,739 | 2,806 | 2,662 | 2,756 | 2,720 | 2,678 | 2,690 |
| 7 | 2,859 | 2,770 | 2,869 | 2,799 | 2,907 | 2,751 | 2,819 | 2,674 | 2,768 | 2,732 | 2,690 |
| 8 | 2,956 | 2,868 | 2,765 | 2,858 | 2,788 | 2,896 | 2,740 | 2,808 | 2,664 | 2,757 | 2,721 |
| 9 | 3,060 | 3,063 | 2,958 | 2,846 | 2,942 | 2,869 | 2,981 | 2,820 | 2,890 | 2,742 | 2,838 |
| 10 | 3,110 | 3,076 | 3,064 | 2,953 | 2,841 | 2,937 | 2,864 | 2,976 | 2,815 | 2,885 | 2,737 |
| 11 | 2,964 | 2,971 | 2,923 | 2,906 | 2,800 | 2,694 | 2,785 | 2,716 | 2,822 | 2,669 | 2,736 |
| 12 | 2,976 | 2,980 | 2,973 | 2,919 | 2,902 | 2,796 | 2,690 | 2,781 | 2,712 | 2,818 | 2,665 |
| K-5 | 16,007 | 15,985 | 15,923 | 15,714 | 15,667 | 15,504 | 15,541 | 15,514 | 15,553 | 15,664 | 15,795 |
| 6-8 | 8,559 | 8,494 | 8,421 | 8,551 | 8,434 | 8,453 | 8,221 | 8,238 | 8,152 | 8,167 | 8,101 |
| <u>9-12</u> | <u>12,110</u> | <u>12,090</u> | <u>11,918</u> | <u>11,624</u> | <u>11,485</u> | <u>11,296</u> | <u>11,320</u> | <u>11,293</u> | <u>11,239</u> | <u>11,114</u> | <u>10,976</u> |
| Total | 36,676 | 36,569 | 36,262 | 35,889 | 35,586 | 35,253 | 35,082 | 35,045 | 34,944 | 34,945 | 34,872 |

Beaverton School District October 2022-23 enrollment and FLO 2023-24 to 2032-33 high scenario enrollment forecasts. Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include two Charters: Arco Iris & Hope Chinese.



Beaverton School District Enrollment Forecasts

School Board Presentation on September 26, 2023

About FLO Analytics

- **Experienced**—We have assisted public school districts of all sizes across the nation with school boundary analysis initiatives and other long-range planning projects.
- **Innovative**—We use custom tools and procedures that promote transparency and public buy-in.
- **Equity Focused**—As a company, we strongly believe that all students should have access to educational opportunities that best meet their individual needs.
- **Committed to Community**—Our mission, no matter the geography or size of the project, is to improve communities. This means our primary goal is a long-term positive outcome, not only for the District but also for all students, their parents, and the broader community.

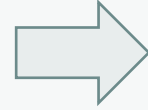
OUR AREAS OF SPECIALIZATION

- Student Enrollment Forecasting
- Boundary Adjustments
- Special Program Analysis
- School Capacity and Utilization Analysis
- School Choice Analysis
- Communications and Community Engagement
- Electoral Redistricting

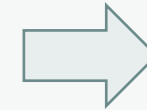


Overarching Process

Enrollment
Assessment



Demographic
& Residential
Development
Analyses

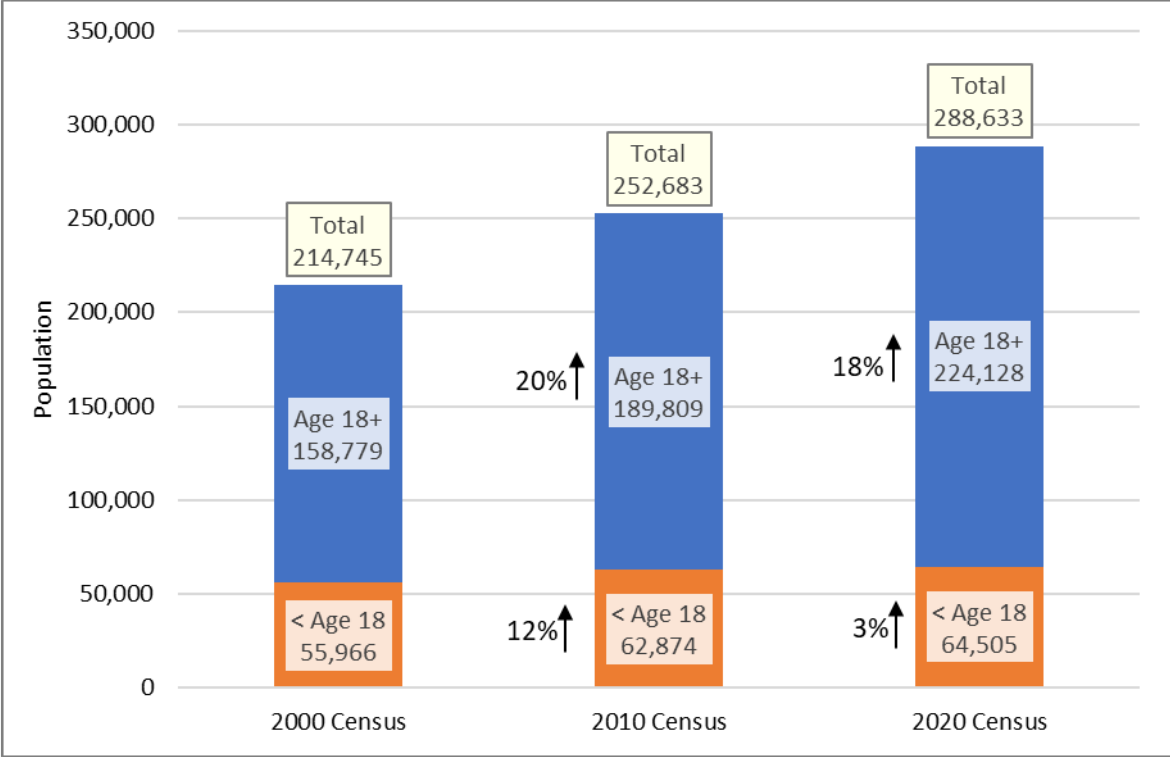


Enrollment
Forecasts



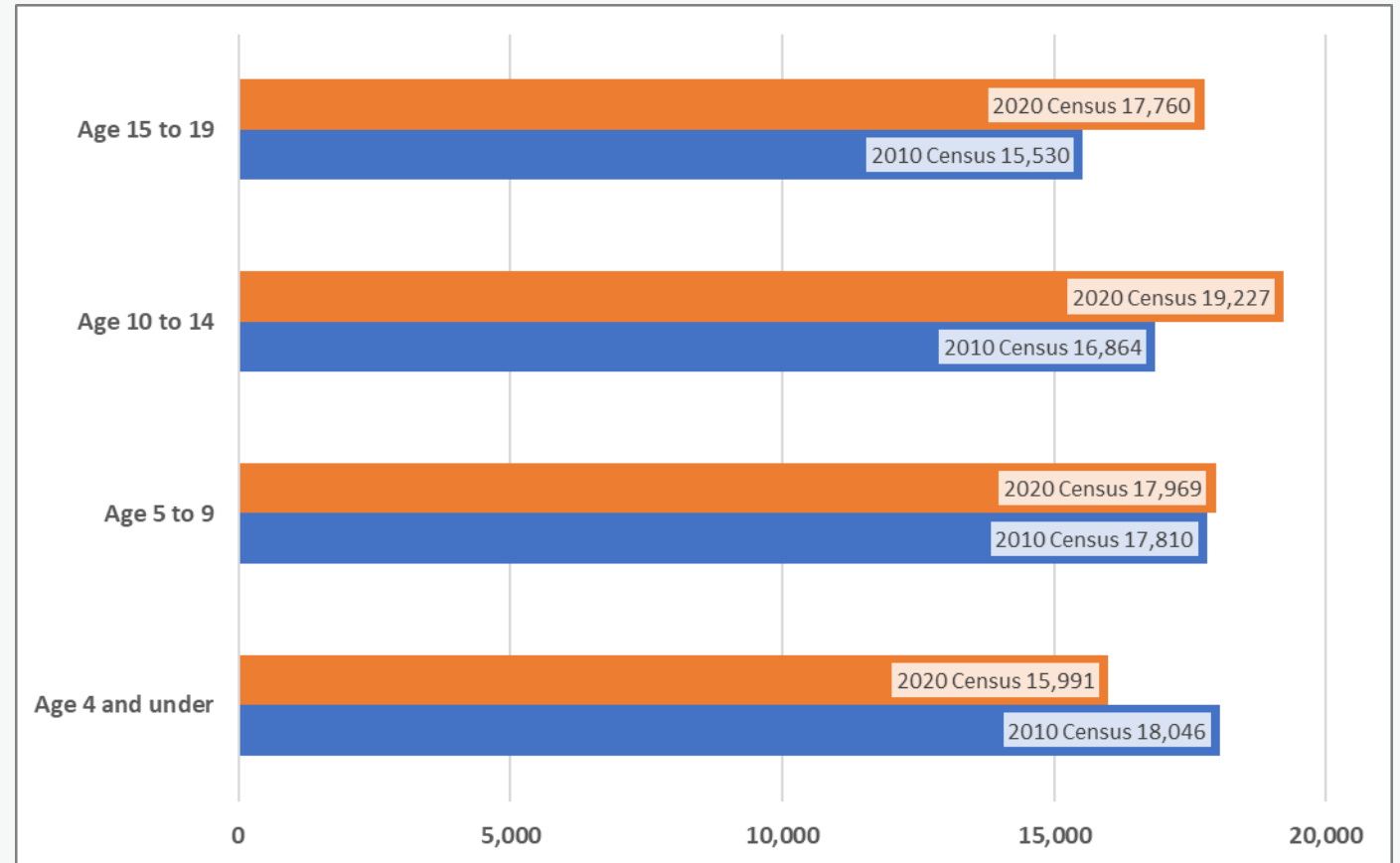
Population Trends

While the district added nearly 74,000 residents between 2000 and 2020, an aging population and lower birth rates led to slower growth in the child population, and the share of children under age 18 fell from 26% in 2000 to 22% in 2020.



Population Age 19 and Under by Age Group 2010 and 2020

Even before the pandemic, trends in birth cohorts and age groups indicated that high school enrollment was nearing a peak, and that elementary enrollment would likely decline.

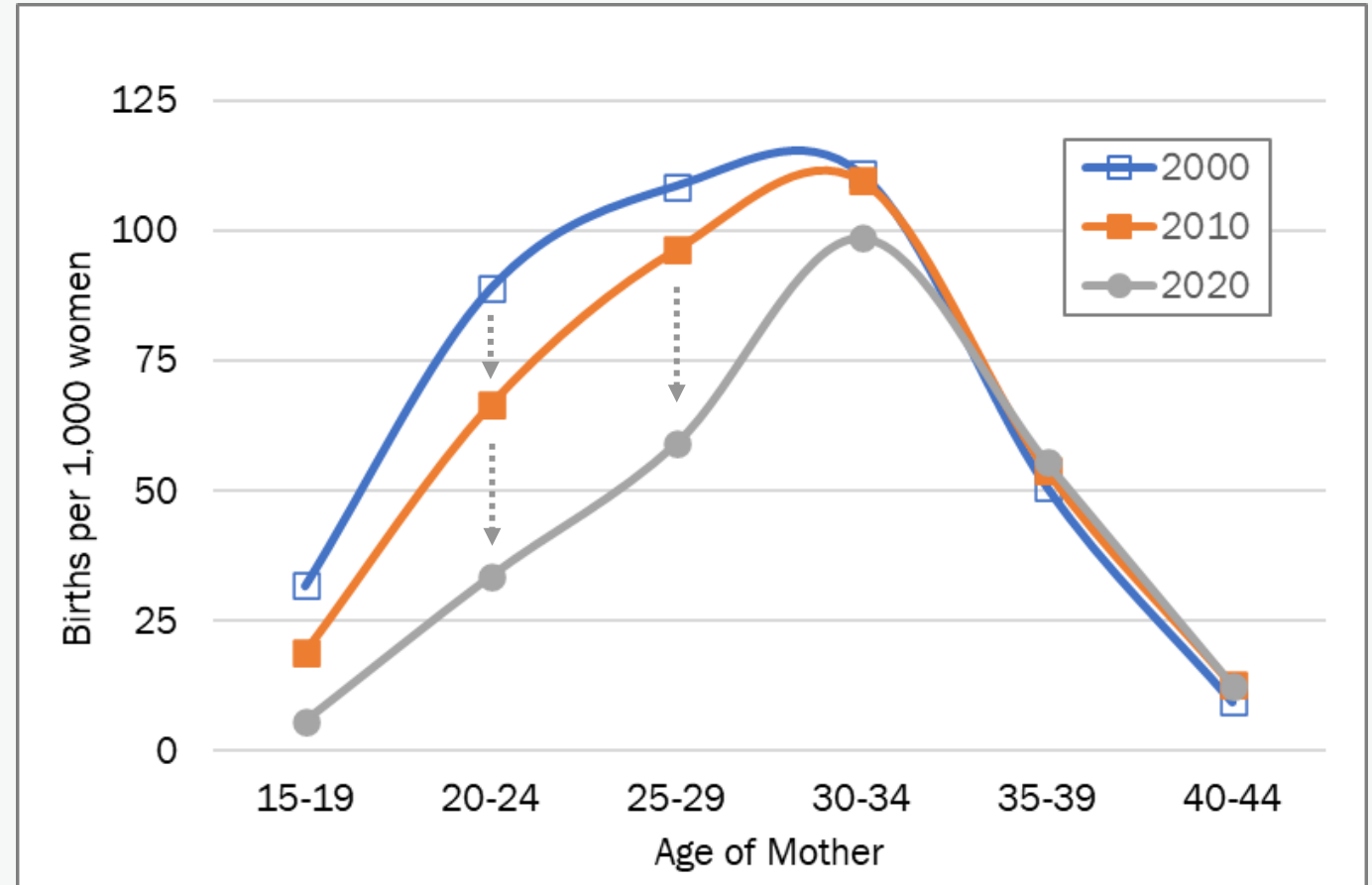


Birth Rates

- Birth rates for women under age 30 have steadily declined (arrows)
- Total fertility rate* among BSD residents has fallen from 2.00 in 2000 to 1.79 in 2010 and 1.33 in 2020.

* the number of children that would be born to a woman over her child-bearing years, based on age-specific birth rates at a given time

Beaverton School District Age-Specific Birth Rates



Enrollment by Grade Group

Recent enrollment peaks in elementary, middle, and high school grades reflect the size of age cohorts progressing through grade levels. Grades K–5 peaked in 2015–16, followed by peaks in grades 6–8 in 2018–19 and grades 9–12 in 2021–22.

| Grade Group | 2012–13 | 2013–14 | 2014–15 | 2015–16 | 2016–17 | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|-------------|---------|---------|---------|---------------|---------|---------|--------------|---------------|---------|---------------|---------|
| K–5 | 17,952 | 17,987 | 17,918 | 18,350 | 18,073 | 17,802 | 17,672 | 17,627 | 16,317 | 16,203 | 16,007 |
| Change | N/A | 35 | -69 | 432 | -277 | -271 | -130 | -45 | -1,310 | -114 | -196 |
| 6–8 | 8,847 | 8,870 | 9,067 | 9,200 | 9,356 | 9,354 | 9,379 | 9,347 | 9,019 | 8,922 | 8,559 |
| Change | N/A | 23 | 197 | 133 | 156 | -2 | 25 | -32 | -328 | -97 | -363 |
| 9–12 | 11,034 | 11,019 | 11,179 | 11,344 | 11,529 | 11,697 | 11,840 | 12,113 | 12,166 | 12,223 | 12,110 |
| Change | N/A | -15 | 160 | 165 | 185 | 168 | 143 | 273 | 53 | 57 | -113 |
| K–12 Total | 37,833 | 37,876 | 38,164 | 38,894 | 38,958 | 38,853 | 38,891 | 39,087 | 37,502 | 37,348 | 36,676 |
| Change | N/A | 43 | 288 | 730 | 64 | -105 | 38 | 196 | -1,585 | -154 | -672 |

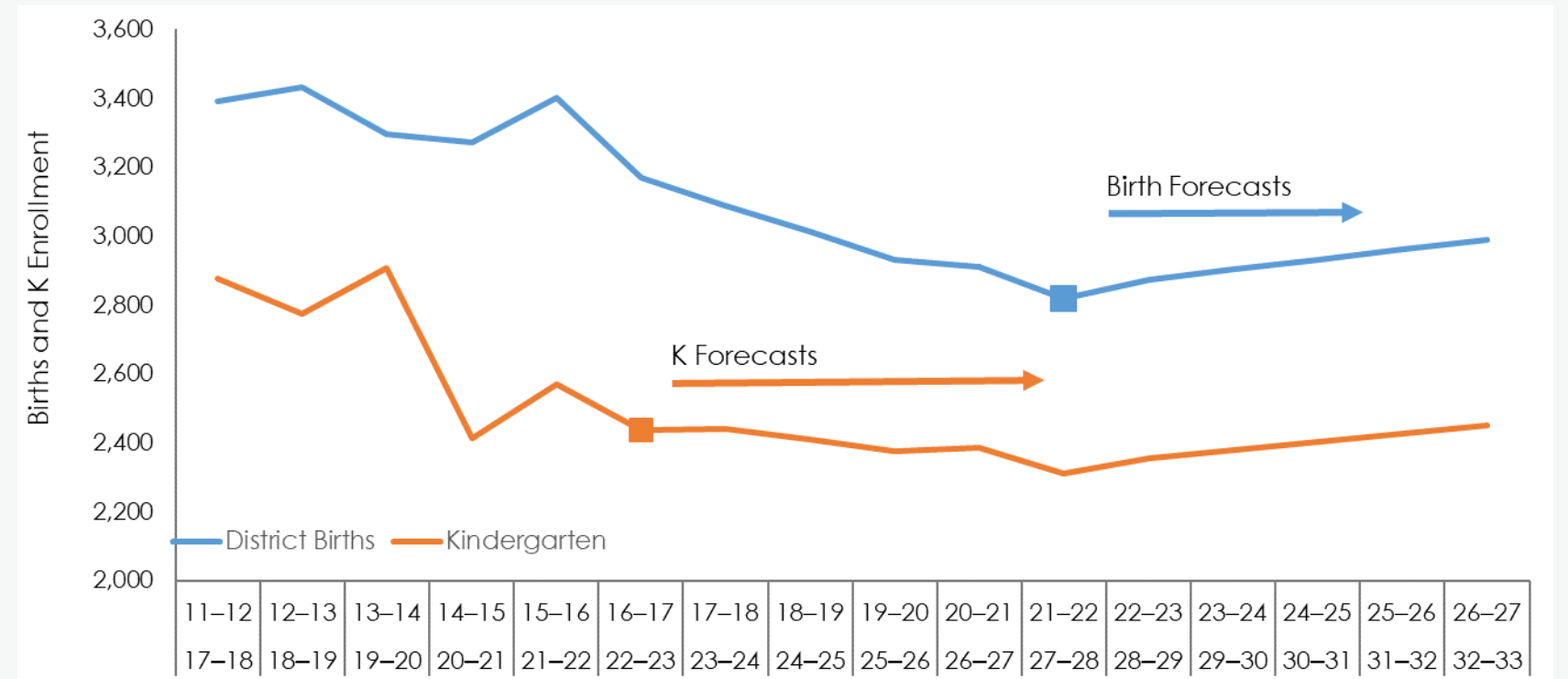
A group of diverse students, including boys and girls of various ethnicities, are running away from the camera down a school hallway. They are all carrying backpacks, suggesting they are heading to school. The hallway has large windows on the left and a door at the end. The overall tone is energetic and positive.

Enrollment Forecasts

Births and Kindergarten Enrollment

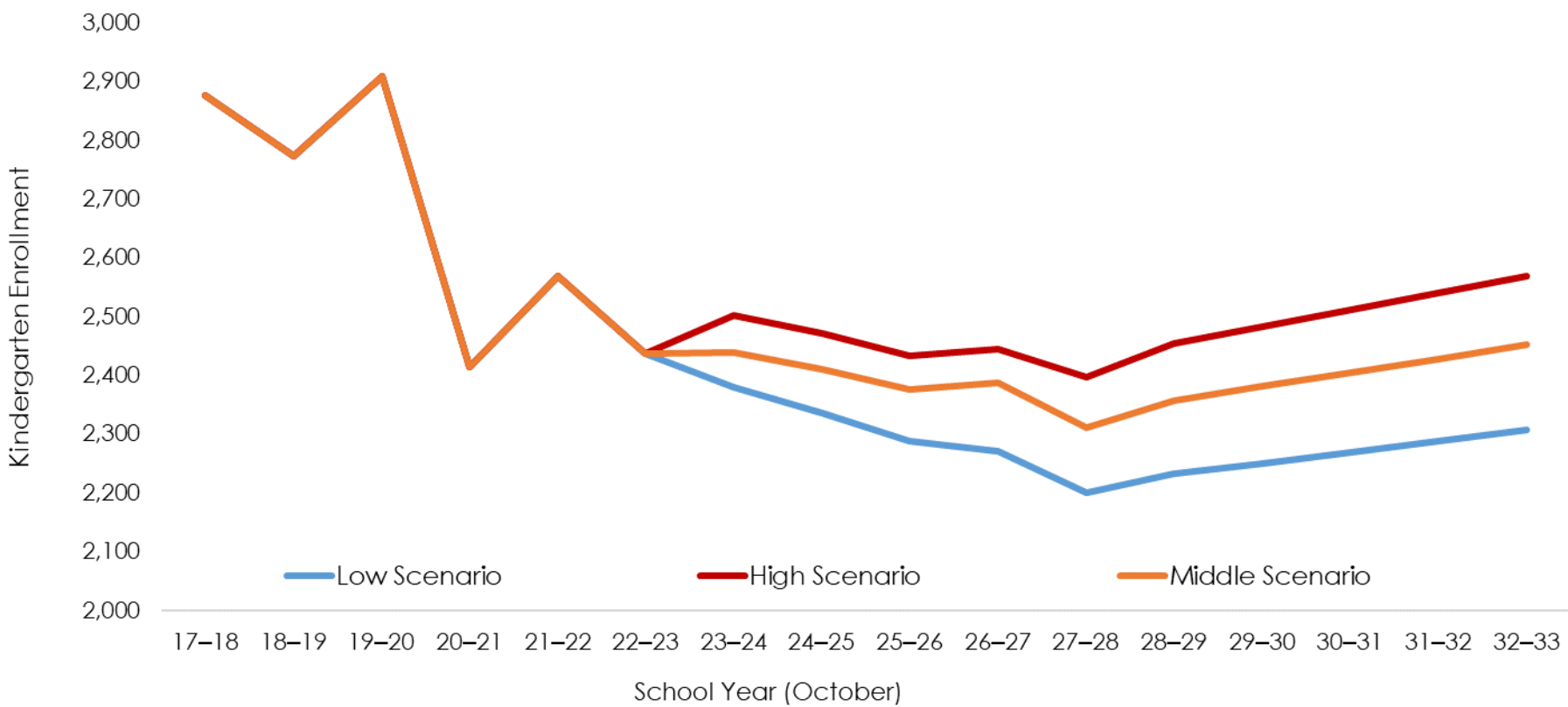
- Births to BSD residents remained stable between 2011–12 and 2015–16, averaging 3,359 births a year.
- Beginning with the 2016–17 cohort, births declined in each of six consecutive years, reaching a low of 2,820 in 2021–22.

| Birth Year | 11–12 | 12–13 | 13–14 | 14–15 | 15–16 | 16–17 | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 | 23–24 | 24–25 | 25–26 | 26–27 |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Births | 3,393 | 3,432 | 3,297 | 3,274 | 3,401 | 3,170 | 3,089 | 3,014 | 2,933 | 2,911 | 2,820 | 2,874 | 2,903 | 2,933 | 2,962 | 2,991 |
| School Year | 17–18 | 18–19 | 19–20 | 20–21 | 21–22 | 22–23 | 23–24 | 24–25 | 25–26 | 26–27 | 27–28 | 28–29 | 29–30 | 30–31 | 31–32 | 32–33 |
| Kindergarten | 2,876 | 2,774 | 2,909 | 2,415 | 2,569 | 2,437 | 2,440 | 2,411 | 2,376 | 2,387 | 2,312 | 2,357 | 2,381 | 2,405 | 2,428 | 2,452 |
| Ratio to Births | 0.85 | 0.81 | 0.88 | 0.74 | 0.76 | 0.77 | 0.79 | 0.80 | 0.81 | 0.82 | 0.82 | 0.82 | 0.82 | 0.82 | 0.82 | 0.82 |



Kindergarten Enrollment Forecast Scenarios

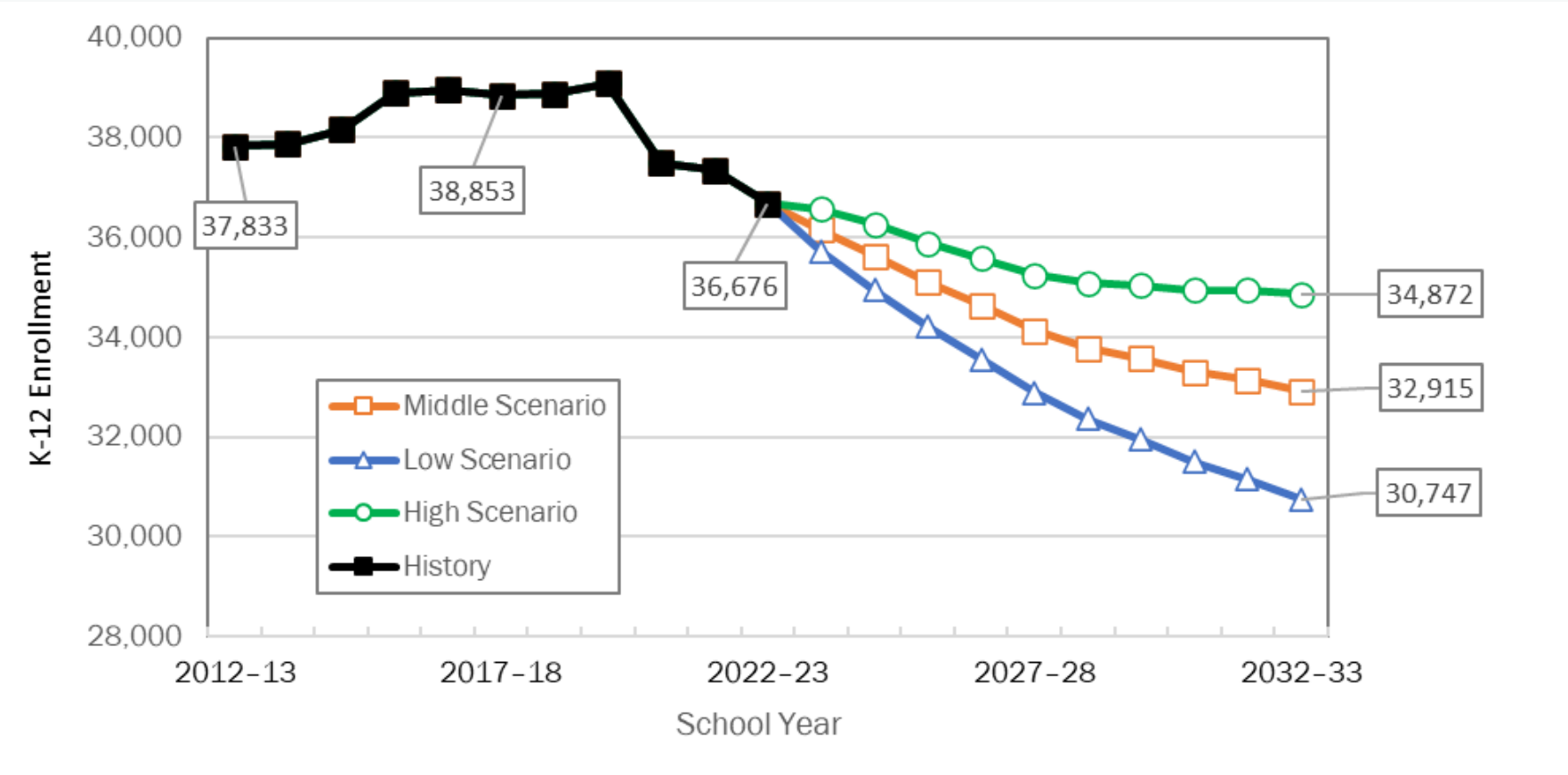
| Scenario | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 | 28-29 | 29-30 | 30-31 | 31-32 | 32-33 |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Low | 2,876 | 2,774 | 2,909 | 2,415 | 2,569 | 2,437 | 2,379 | 2,336 | 2,288 | 2,271 | 2,200 | 2,232 | 2,251 | 2,270 | 2,289 | 2,308 |
| Ratio to Births | 0.85 | 0.81 | 0.88 | 0.74 | 0.76 | 0.77 | 0.77 | 0.78 | 0.78 | 0.78 | 0.78 | 0.78 | 0.78 | 0.78 | 0.78 | 0.78 |
| Middle | 2,876 | 2,774 | 2,909 | 2,415 | 2,569 | 2,437 | 2,440 | 2,411 | 2,376 | 2,387 | 2,312 | 2,357 | 2,381 | 2,405 | 2,428 | 2,452 |
| Ratio to Births | 0.85 | 0.81 | 0.88 | 0.74 | 0.76 | 0.77 | 0.79 | 0.80 | 0.81 | 0.82 | 0.82 | 0.82 | 0.82 | 0.82 | 0.82 | 0.82 |
| High | 2,876 | 2,774 | 2,909 | 2,415 | 2,569 | 2,437 | 2,502 | 2,471 | 2,434 | 2,445 | 2,397 | 2,454 | 2,483 | 2,512 | 2,541 | 2,569 |
| Ratio to Births | 0.85 | 0.81 | 0.88 | 0.74 | 0.76 | 0.77 | 0.81 | 0.82 | 0.83 | 0.84 | 0.85 | 0.85 | 0.85 | 0.85 | 0.85 | 0.85 |



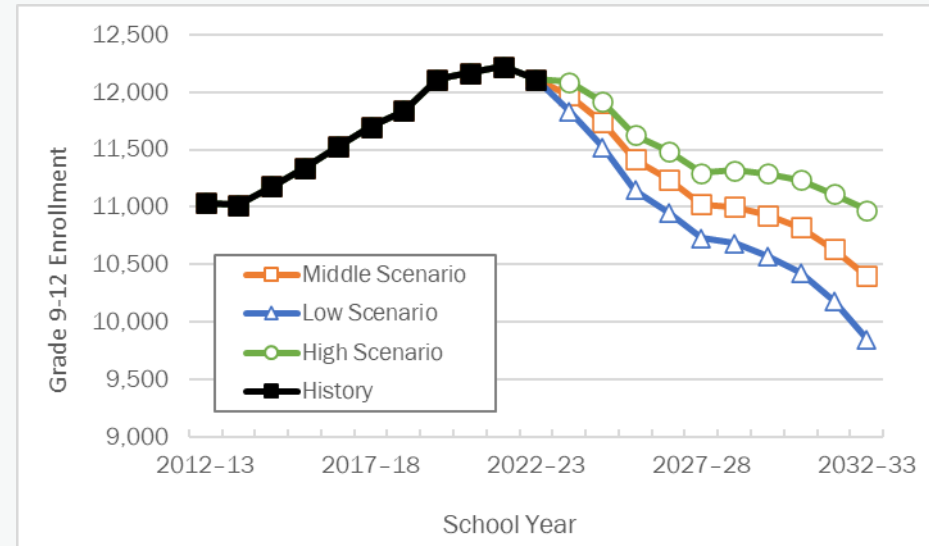
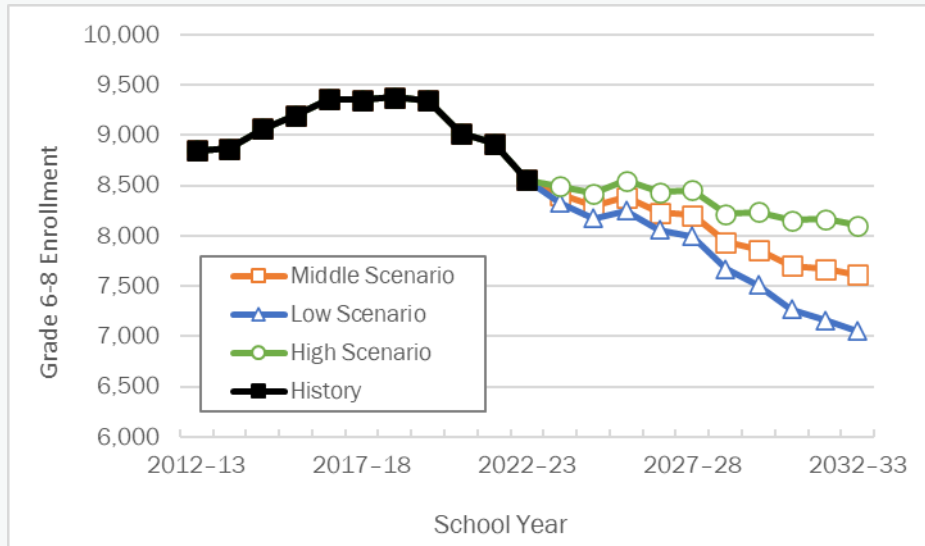
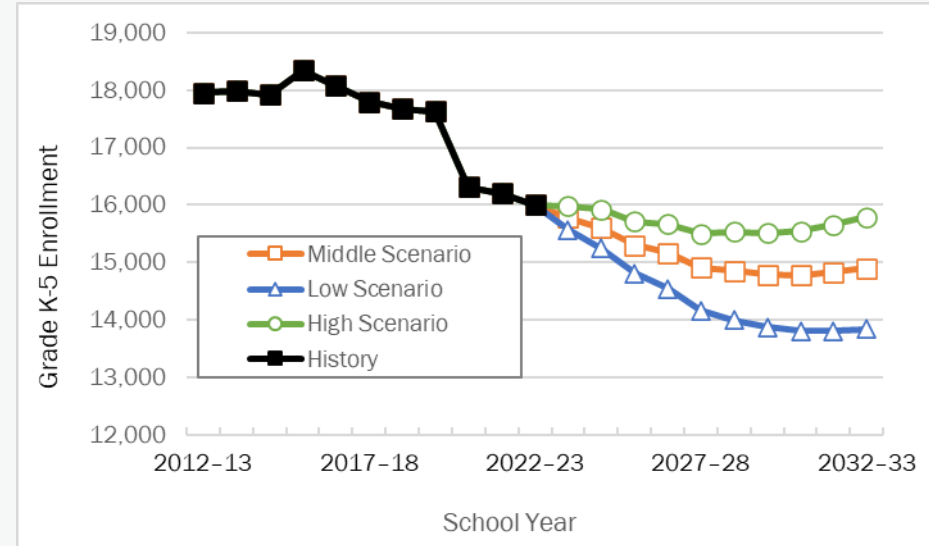
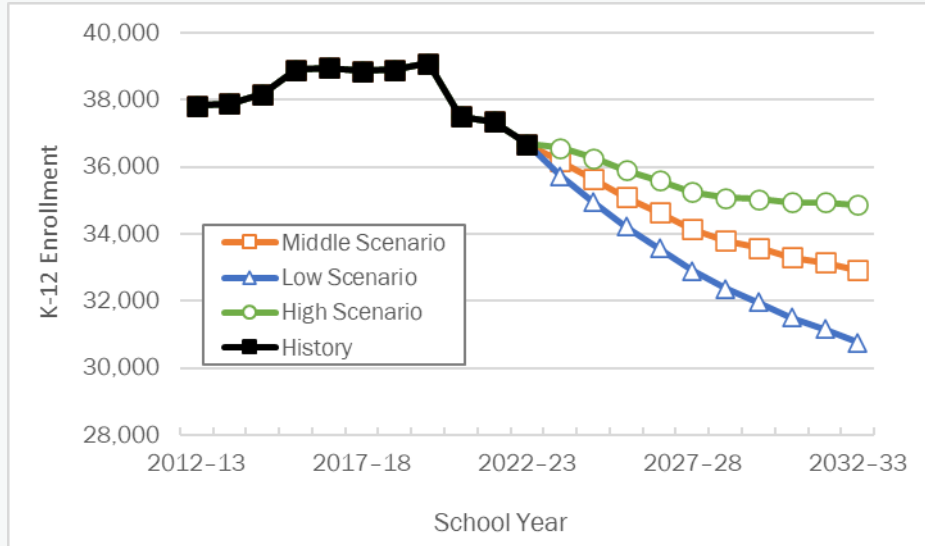
Grade Progression Ratios

| Grade Progression Ratios | 2016-17 to 2017-18 | 2017-18 to 2018-19 | 2018-19 to 2019-20 | 2019-20 to 2020-21 | 2020-21 to 2021-22 | 2021-22 to 2022-23 | 3-year pre-COVID Average | 2022-23 to 2023-24 Forecasts | 2023-24 to 2024-25 Forecasts | 2024-25 to 2032-33 Forecasts |
|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|------------------------------|------------------------------|------------------------------|
| K-1 | 1.01 | 1.03 | 1.03 | 0.96 | 1.09 | 1.04 | 1.02 | 1.03 | 1.03 | 1.03 |
| 1-2 | 0.99 | 1.02 | 1.01 | 0.95 | 1.00 | 1.00 | 1.01 | 1.01 | 1.01 | 1.01 |
| 2-3 | 0.98 | 1.00 | 1.00 | 0.95 | 0.99 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| 3-4 | 1.00 | 1.01 | 1.00 | 0.95 | 1.00 | 1.01 | 1.01 | 1.01 | 1.01 | 1.01 |
| 4-5 | 0.99 | 1.00 | 1.01 | 0.97 | 1.01 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| 5-6 | 1.02 | 1.01 | 1.01 | 0.98 | 1.01 | 1.01 | 1.01 | 1.01 | 1.01 | 1.01 |
| 6-7 | 1.00 | 1.00 | 1.00 | 0.97 | 1.00 | 0.98 | 1.00 | 1.00 | 1.00 | 1.00 |
| 7-8 | 0.99 | 1.00 | 0.99 | 0.97 | 1.00 | 0.99 | 0.99 | 0.99 | 0.99 | 0.99 |
| 8-9 | 1.02 | 1.03 | 1.03 | 1.03 | 1.03 | 1.01 | 1.03 | 1.03 | 1.03 | 1.03 |
| 9-10 | 0.99 | 1.00 | 1.00 | 0.98 | 0.98 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| 10-11 | 0.93 | 0.94 | 0.94 | 0.93 | 0.94 | 0.95 | 0.94 | 0.95 | 0.95 | 0.95 |
| 11-12 | 0.97 | 0.97 | 0.98 | 0.97 | 1.02 | 1.00 | 0.98 | 1.00 | 1.00 | 1.00 |

Historical and Forecasted Grade K-12 Enrollment



Historical and Forecasted Enrollment by Grade Group



Discussion



ITEM FOR INFORMATION**MIDDLE SCHOOL SCHEDULE REVIEW****SUMMARY**

In 2022-23 BSD contracted with Education Northwest for a qualitative study of the current middle school schedule. Their final report includes findings and suggestions. Teaching & Learning staff and middle school principals will consider the review's findings and recommendations to create proposals for the superintendent's consideration. Any changes to the middle school schedule will be implemented in fall 2024.

BACKGROUND

For many years, schedule design and course offerings were site-based decisions at BSD middle schools. Beginning in 2014, a community-based middle school schedule committee was convened to standardize the middle school experience for students at all neighborhood middle schools. The committee included parents/guardians, students, teachers and administrators. From 2015–2019 middle school principals continued the research and development of a common schedule to ensure all students have choice in elective opportunities, provide a well-articulated and consistent transition to high school, and create a more common staff experience. Budget constraints led to staffing reductions which paused the implementation of a new, common schedule.

In the 2019-20 school year, a Common Middle School Experience Team was formed to develop a schedule based on six scheduling objectives that were guiding their work. The team included leaders from Teaching & Learning, Business Office, Human Resources and middle school administrators.

Due to the shift to distance learning in March 2020, the implementation of a common schedule was delayed until fall 2021. Recommendations from the Common Middle School Experience Team were modified to an 8-period day with extended time for math and science. In addition, the previous humanities course was divided into two courses: language arts and social studies.

In the current schedule most students' schedules include 7 classes in addition to an advisory period: language arts, math, PE/health, science, social studies, and two electives. Math and science have longer classes that meet for 54–61 minutes daily, while all other classes meet for 37–42 minutes daily.

The current schedule was implemented in fall 2021. During the first year of implementation several stakeholder groups raised concerns about the current schedule's impact on student learning:

- Students transitioned between classes more frequently throughout the day, contributing to disrupted learning.
- During 37–42 minute class periods, teachers reported difficulty ensuring students gained proficiency on learning targets within the time allotted, particularly for students who would have benefited from individualized attention and interventions.

Belong. Believe. Achieve.

- Due to the difference in the number of classes taught by language arts and social studies teachers (6) and the number taught by math and science teachers (4), it was very challenging to schedule students in a team model for their core classes.
- In prior schedules, an interdisciplinary team of teachers typically taught and supported 3–4 cohorts of students. While the number of students taught by elective and PE/health teachers decreased under the new schedule, the number of students taught by language arts and social studies teachers increased.

In response to growing concerns about the current schedule, in the fall of 2022, Education Northwest was contracted to review the common middle school schedule that was implemented in September 2021. Education Northwest conducted an extensive literature review, surveyed classified and licensed staff, and convened separate focus groups of staff, students and parents/guardians over the course of the 2022-23 school year. Education Northwest shared the findings and suggestions in the September 12 study session.

RECOMMENDATION

Education Northwest consultants and BSD staff will present information on the completed study of the current middle school schedule. No action is needed.

An Evaluation of the Beaverton School District Common Middle School Schedule

Prepared for Beaverton School District

Kathryn Rooney, Pablo López Trujillo
August 2023

About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

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SUGGESTED CITATION

Rooney, K., & López Trujillo, P. (2023). *An Evaluation of the Beaverton School District Common Middle School Schedule*. Education Northwest.

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Executive Summary

In the 2021–22 school year, Beaverton School District (BSD) implemented a new schedule for the nine comprehensive middle schools in the district. This schedule includes eight to nine daily class periods, two electives per day, and 30 minutes for lunch and recess. Math and science periods are taught as a block for a total of 126 minutes (or 63 per subject). Other courses have 42-minute class periods. All students attend a 36-minute advisory class two days per week, which reduces the lengths of other courses on those days.

Key reasons for the initial implementation of this schedule included establishing a common schedule across all nine comprehensive middle schools, increasing student access to electives, lowering elective teacher caseloads, and implementing daily physical education (PE). The shift from a humanities model combining language arts and social sciences in one class to one with two distinct classes for these subjects also informed the schedule design.

This report presents findings from Education Northwest’s evaluation of the common middle school schedule (referred to in this report as *the current schedule*) using relevant research and qualitative data collected from an educator survey and 20 focus groups with educators, students, and families.

Key Terms

Educators refers to all BSD school staff members who may interact with students, including teachers, school administrators, student support staff members, and office assistants/registrars.

Teachers refers to BSD middle school staff members who provide instruction in comprehensive middle school classrooms. All teachers are also educators.

Core teachers refers to teachers who provide classroom instruction in math, science, language arts, social science, and/or PE/health.

Elective teachers refers to teachers who provide classroom instruction in Advancement via Individual Determination (AVID), applied arts/technology, fine arts, and/or world languages.

Improved access to electives refers to the increased ability of students to enroll in electives of their choice, as well as access to electives for English language learner and special education students who may not otherwise have space in their schedule to enroll in electives.

Teaming refers to regular educator collaboration that occurs during school hours. Some educators also use teaming specifically to refer to collaboration among a group of educators who share and support a common group of students.

Successes and Challenges

Results from the educator survey indicate that while educators perceive both successes and challenges associated with the current schedule, challenges greatly outweigh successes. Educators most often cited challenges included short class periods, too many transitions, and lack of time for teaming. They also mentioned high teacher caseloads and unequal class period lengths as other key challenges. Improved access to electives was the most common schedule success educators mentioned, with daily PE also noted as a success.

Impact on Instruction

Overall, educators indicated in both the survey and focus groups that the current schedule, particularly the short class periods, hinders their ability to provide effective instruction, teach required standards, and build connections with students. Less than half of BSD middle school educators believe that the current schedule provides adequate time for these activities. There are significant disparities in teacher perception of the schedule by type of course taught. Most elective teachers report that the schedule provides adequate time for effective instruction, teaching required standards, and building connections with students, while less than half of core teachers do (for more detail on these findings, refer to the full report). Differences in perception are even more dramatic between teachers of fine arts teachers and teachers in other subject areas. For example, about three-quarters of surveyed fine arts teachers agree that the current schedule provides adequate time to provide effective instruction or teach required standards, while only eight percent of language arts/social science teachers agree with this statement.

Language arts and social science teachers expressed particular concern about the impact of the short class periods on their instruction, often noting that it is not possible to cover the required curricula in the minutes allocated for their instruction. Many math and science teachers, who were more likely to report that they have adequate instructional time, are nevertheless concerned about the short class periods in language arts or social science. Some of these teachers indicated they would be willing to reduce their own instructional time to increase time for other classes.

Impact on Student Supports

Most BSD middle school educators said they do not believe that the schedule provides adequate time to support students' social and emotional needs or to offer interventions. Disparities in opinion by type of course taught were stark, with significantly fewer core teachers than elective teachers agreeing that time for these student supports was adequate. Many educators emphasized that shorter class periods and large class sizes leave little to no time for interventions. Support staff members such as counselors find that shorter class times make it difficult to support students without those students missing significant class time.

Advisory class is designed to provide students with social and emotional support and access to a trusted staff member. However, both educators and students have concerns about the class and generally favor integrating the advisory class curriculum into other courses.

Impact on Student Learning

Most educators reported that the current schedule does not provide adequate time for students to learn or engage deeply with course material. Less than a third of surveyed educators agreed that the schedule provides adequate time for these activities. Evaluators again found large differences in teacher opinions, with significantly fewer core teachers than elective teachers agreeing that the schedule allows adequate time for student learning.

Student focus group participants shared mixed feelings about the current schedule. Some explained that the shorter classes do not leave them enough time to properly absorb the material, while others worry that they would be bored in longer classes. Students and parent/guardians agreed that students have too many classes per day and a few students reported struggling to remember everything they learn in a day.

Impact on Student Behavior and Well-Being

Educators had notable concerns regarding the current schedule's impact on student behavior and well-being. Most educators said they think that the current schedule has exacerbated disruptive student behavior during transitions. In focus groups, many educators expressed concern that the increased numbers of transitions and shorter class periods are hindering students' ability to self-regulate and that students with special needs are the most negatively impacted. Educators from multiple schools also noted that the increased disruptions during passing times have led many schools to implement policies such as one-way-only hallways, prohibiting locker usage during the school day, and increased hall monitoring duties for support staff members.

Student and family focus group participants also expressed concerns about the passing times, noting that many hallway policies and 4-minute passing times can make it difficult or impossible for students to get to their next class on time and/or use the bathrooms between classes. Families and students also mentioned that many students now carry all their school materials all day because they don't have time to go to their lockers between classes. Despite these concerns from students and families, some educators cautioned against increasing transition times as they worry that more time would present more opportunities for disruptive behavior.

On a more positive note, educators, students, and parent/guardians generally agreed that having two electives per day has a positive impact on students. Most surveyed educators and teachers specifically said they believe that having two daily electives is important for student learning and well-being. Educators specified that it is important for students to have opportunities to take classes that they choose and truly enjoy. They also said that elective classes present an opportunity for students to effectively channel their energy and emotions and help create a more positive school experience. Parent/guardians and students who participated in focus groups overwhelmingly agreed

with these general sentiments. While students expressed the desire for a greater variety of electives, nearly all participating students and families said they or their child enrolled at least one of their chosen electives during this school year and enjoyed their elective classes.

Impact on Educators

Many surveyed educators felt that the current schedule has had a large impact on their ability to team with their colleagues. Just over one-quarter of surveyed educators reported having time to collaborate with each other during the school day. This impact on teachers is stratified by type of course taught. About two-thirds of fine arts teachers agreed or strongly agreed that the current schedule allows them to collaborate with other educators. In focus groups, fine arts teachers elaborated that the current schedule has increased their ability to team because they can now strategize with teachers in other BSD middle schools. In contrast, only about one-third of math/science teachers and 15 percent of language arts/social science teachers reported having time to collaborate. Many educators reported that the lack of teaming and increased caseloads makes it far more difficult to keep track of their students, which inevitably leads to more students “falling through the cracks” and not receiving sufficient attention or support.

Educators in focus groups also emphasized that the loss of time for teaming has had serious impacts on their ability to build relationships and support each other. Many educators reported feeling more isolated, stressed, or that they are failing their students. They discussed declining educator mental health and attributed these declines in part to the current schedule.

Value of a Common Middle School Schedule

Most BSD educators do not perceive a common schedule across the nine comprehensive middle schools as important. In focus groups, educators at each of the nine middle schools described the common schedule as inherently inequitable given the different student populations, numbers of students, resources and special programs that exist at each school. They would appreciate the flexibility to design a schedule that addresses their school’s unique needs as well as to offer electives that align with student needs and interests.

Suggestions for Improving the Schedule

This report offers eight key suggestions for improving the middle school schedule. Some of the suggestions are based on data collected during this evaluation and a body of educational research. Suggestions without a body of research rely more heavily on the data collected in BSD and common middle school scheduling practices. These suggestions may help the district to achieve its 2022–23 strategic plan goal of optimizing school schedules and systems to support student success.

The first four suggestions are supported by strong research as well as data collected in BSD:

- 1. Develop a scheduling framework that prioritizes common planning time for teaming and sharing common groups of students across content areas.** Many BSD educators reported that they believe they could effectively address many of the current schedule's challenges if they had the opportunity to collaborate with their colleagues and to discuss how to support the needs of individual students. Research documents a plethora of positive student and teacher outcomes associated with regular teacher teaming. Additionally, this suggestion aligns with the district's strategic plan goal of providing consistent, systematic teacher collaboration time to assess student data and improve practices.
- 2. Minimize the number of transitions between classes.** Educators and students agreed that the current number of classes per day can be stressful for students. Cognitive literature suggests that interruptions to learning are associated with negative impacts for both teachers and students—particularly neurodivergent students. Research also suggests that fewer daily classes may reduce overall student workload and stress. A schedule with fewer classes per day and/or classes of equal length would reduce the number of daily transitions and may help to reduce student stress/dysregulation, disruptive hallway behavior, and the amount of homework.
- 3. Integrate advisory course content into other courses and eliminate advisory class period.** Both educators and students shared a belief that advisory class time could be used more effectively if its content were integrated into other courses. Research suggests that integrating social and emotional learning content into other courses may be more effective than teaching this content in an advisory class. Eliminating advisory class would also create more day-to-day schedule consistency and provide more time for other courses.
- 4. Ensure that all students have at least 20 minutes of seat time to eat lunch.** Students and parent/guardians suggest that the time currently available for lunch does not allow all students time to visit their locker, use the restroom, obtain and eat their meal at a reasonable pace, decompress, and socialize with peers. BSD currently provides 35 minutes for a combined lunch and recess period (including five minutes for transitions). Research suggests that students who have less time to eat consume less of their meal and are less likely to choose to eat fruits. The literature recommends at least 30 minutes for a lunch period (not including time for recess) to ensure all students have at least 20 minutes of seat time to finish their meal.

The next suggestion is based on data collected from BSD middle schools as well as limited research on class period length:

- 5. Consider the ideal length of class necessary for effective instruction and learning.** In focus groups, educators consistently suggested a class period length of 55 to 60 minutes. Most were willing to accept shorter class periods if all class period lengths were equal and there were fewer transitions. The research on class period length is largely inconclusive and does not recommend a particular length but indicates there may be an association between longer

classes, favorable teaching conditions, and connections at school. Implementing class periods of at least 55 minutes that meet all state requirements and do not extend the school day may be challenging, but should be considered as a goal.

The report's final suggestions (6–8) are based solely on data collected from BSD educators, students, and families during this evaluation. While there is no body of research to support these suggestions, they represent consistent themes emerging from educator surveys, educator focus groups, student focus groups, and/or family focus groups.

- 6. Consider implementing equal class period lengths.** Educator survey and focus group results suggest that longer class periods for math and science have contributed to perceptions that those subjects are considered more important than others. Equal class period lengths might improve these perceptions and provide more learning time for most course subjects. In addition, equal class periods with common passing times may reduce distractions for students currently in class as others move between classes. Common passing times for all students might also reduce disruptive hallway behavior as more teachers can be in the hallways to monitor transitions.
- 7. Continue to offer two electives.** Most educators, families, and students who participated in the study said they appreciate having two electives. Continuing to offer two electives allows students to explore new content and to choose what they are most interested in learning, which might improve engagement with school. Scheduling time for two electives would be particularly important for English language learner and special education students, who might not otherwise be able to take any electives. Continuing to offer two electives in combination with other suggestions listed here might require some creative scheduling such as offering elective classes every other day or moving to an AB block schedule with four classes every other day.
- 8. Consider whether a common middle school schedule is equitable.** BSD middle school educators indicated they do not believe there is a single schedule that can meet the needs of all schools, educators, students, and their families. Educators expressed concern about the lack of flexibility in the common middle school schedule to offer elective options and supports that align with student interests and needs. We suggest that the district assess whether providing some parameters and working with each school to develop a schedule within that structure would better address each school's unique needs and promote equity.

Evaluation of the Beaverton School District Middle School Schedule

This evaluation relies on research and on qualitative data collected through an educator survey and a total of 20 focus groups with educators, students, and families at the nine comprehensive middle schools in the Beaverton School District (BSD).

Education Northwest began this study by conducting a review of research on the academic and social and emotional outcomes of different types of schedules on middle school students. However, research on the effects of scheduling at the middle school level is sparse, mostly non-causal, and largely inconclusive. As such, there is little guidance in the research that can be used to recommend one schedule over another for middle school students.

Key Terms

Educators refers to all BSD school staff members who may interact with students, including teachers, school administrators, student support staff members, and office assistants/registrars.

Teachers refers to BSD middle school staff members who provide instruction in comprehensive middle school classrooms. All teachers are also educators.

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Improved access to electives refers to the increased ability of students to enroll in electives of their choice, as well as access to electives for English language learner and special education students who may not otherwise have space in their schedule to enroll in electives.

Teaming refers to regular educator collaboration that occurs during school hours. Some educators also use teaming specifically to refer to collaboration among a group of educators who share and support a common group of students.

In addition to the literature review, Education Northwest conducted a survey of BSD educators, educator focus groups, and student focus groups across all nine comprehensive middle schools, as well as two virtual family focus groups (one in English and one in Spanish). The educator survey was sent to all eligible BSD middle school educators (see key terms above). Each of these data collection methods are described in more detail below.

All data collection efforts were designed to be as inclusive as possible and to include diverse groups of participants. However, this study also did not attempt to obtain data from all middle school students or their families. It is possible that some opinions and perceptions may be over- or under-represented in the student and family focus group data.

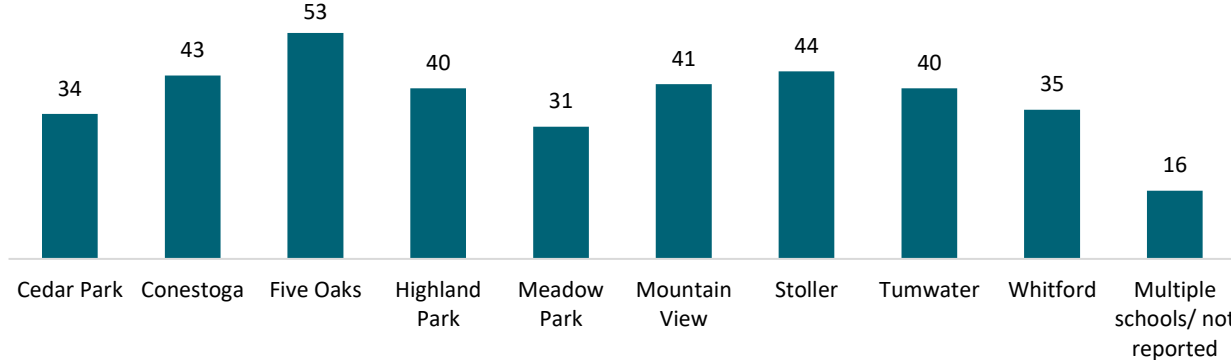
It is also worth noting that the impacts described in the study are based on descriptive data that comes primarily from self-reporting in focus groups and the survey. These are opinions and perceptions of the schedule rather than outcome data. The study was not designed to quantify the impacts of the current middle school schedule on school, staff members, or student outcomes. Collecting outcome data would require a much longer timeline than was possible or desirable for this study, as the district hoped to use results from this ten-month evaluation to inform relatively rapid decisions about the schedule.

Educator Survey

In February 2022, Education Northwest sent an online survey to 609 Beaverton middle school educators at all nine comprehensive BSD middle schools, including teachers, school administrators, student support staff, and office assistants/registrars. The survey was available for 15 days and Education Northwest sent multiple reminders to encourage participation. The survey asked educators to voluntarily report some identifying information such as roles, subjects and grade levels taught, and school. This self-reported information was used to customize subsequent survey questions and also in the analysis.

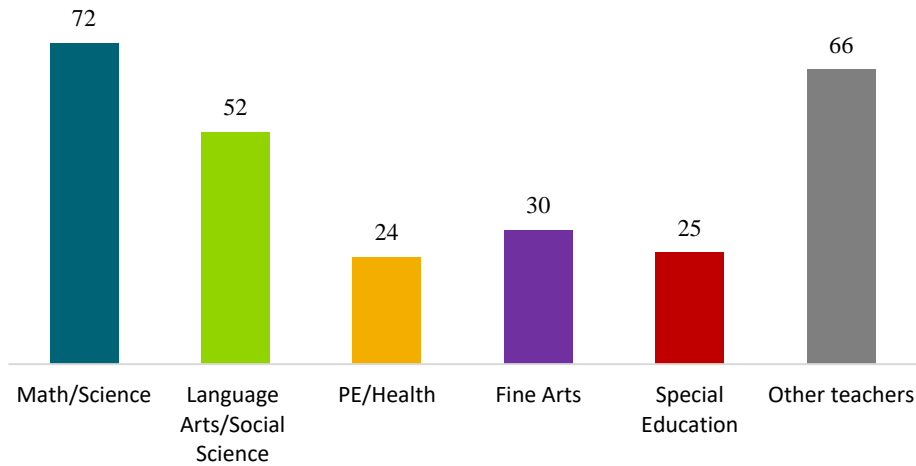
A total of 377 BSD educators provided input in the survey for an overall response rate of 62 percent. Educator survey participation varied by school (figure 1).

Figure 1. Number of educator survey participants by school



More than 70 percent (269) of educator survey participants were teachers. Math and science teachers had the highest teacher survey participation, accounting for 27 percent of participating teachers (figure 2).

Figure 2. Number of teachers who responded to the survey, by course subject



Notes: *Other teachers* includes teachers who teach multiple course subjects (e.g., special education and math/science), teachers who preferred not to report their subject, and teachers who teach another subject such as Spanish or applied arts.¹

Educator Focus Groups

Over the course of two weeks in March 2023, Education Northwest conducted in-person educator focus groups at each of the nine BSD comprehensive middle schools. To mitigate potential authority imbalances, we did not invite school administrators to participate in these focus groups. We also excluded administrative staff members such as registrars and administrative assistants.

The goal of the educator focus groups was to hear from a representative sample of BSD middle school educators. Education Northwest selected 10 potential participants from each school to produce a representative selection of educators across the district (not necessarily at each school). The educator survey was our first source of potential educator participants—it asked respondents who would be interested in providing additional information to share their contact information. In some cases, there were more volunteers than needed for a particular role (such as language arts/social science and fine arts) or from a particular school and we did not select all the volunteers to participate. For other roles and schools, we recruited additional educators who did not volunteer (such as English language development [ELD] teachers) to achieve a representative sample of educators.

Education Northwest staff members then sent the school principals a list of the selected educators, asking them to invite the educators to participate in the focus groups and to arrange space for these group meetings. Principals communicated with these educators, encouraged participation, and identified when selected educators were not available, necessitating the selection of a replacement.

¹ This report presents educator survey results by teacher course type and content areas. In alignment with standard reporting guidelines, some data is obscured or omitted to protect participant confidentiality.

Neither district nor school staff members were involved in selecting educator focus group participants.

A total of 76 educators took part in educator focus groups, with seven to 10 participants at each school. These educators included 35 core teachers; 13 elective teachers; 13 coaches, teachers on special assignment (TOSAs), and paraeducators; eight student support staff, six ELD and special education teachers, and one school administrator.² Focus group participant roles were broadly representative of educator roles in the district.

Student Focus Groups

This study included nine virtual focus groups with BSD middle school students—one at each school. Three to four students participated in each discussion, for a total of 33 participants. School principals and staff members at each school selected the participants and secured written parent consent for these students to participate. While Education Northwest encouraged principals and school staff members to select diverse groups of students, the student focus groups were not designed to be representative of student characteristics and instead prioritized recruitment to maximize student participation. To ensure student confidentiality, Education Northwest did not collect any identifying information on student focus group participants.

Family Focus Groups

Education Northwest conducted two virtual focus groups with parent/guardians of BSD middle school students. One group was conducted in English and the other in Spanish. To recruit a diverse group of parent/guardians, the district distributed an online screener (created by Education Northwest) to all middle school families. This screener was available in English and Spanish and collected information about parent/guardian availability to participate, language, school, race/ethnicity, and identification of children as talented and gifted (TAG), English language learner students, and/or special education students.

We used screener responses to select a diverse focus group. A total of 13 parent/guardians participated in May—eight in the English-speaking and five in the Spanish-speaking focus group. The participating parent/guardians included at least one parent/guardian from eight of the nine middle schools in the district, parent/guardians with at least five different reported race/ethnicities, and parent/guardians of children in TAG, special education, or not in special programs.

Research on Middle School Schedules

Ideally, research on middle school schedules could be used to help inform decisions about the middle school schedule in BSD. This literature review explores research on schedules at both the

² Administrators were not invited to the focus groups, but one school administrator participated without an invitation.

middle and high school levels when available. Unfortunately, research on the academic and social and emotional outcomes of middle school schedules is limited in both quality and quantity. While other districts and schools have adopted schedules similar to BSD's, there are few studies of middle school schedules and almost no rigorous ones. Schedule research focused specifically on students of color, low-income students, students with disabilities, and English learner students is even more rare.

BSD's shift to a common middle school schedule in 2021-22 with eight to nine daily class periods may have impacts on class period length, class sizes, teacher caseload, and the number of transitions between classes. First, without changes to the length of the school day, more daily class periods result in shorter class periods and less time dedicated to each subject per day. Second, an increase in the number of daily classes may change class sizes and the number of students that teachers instruct each day, although these outcomes may vary by teacher and subject. Third, more daily class periods may lead to an increase in the number of transitions between classes. This literature review is organized around the potential impacts of these changes.

Impact of Class Period Length

There is little research on the association between class period length and student academic outcomes. Existing research on class period length tends to focus on schools with block schedules, which have much longer class period lengths and fewer class periods each day and week than traditional schedules. This research on block schedules provides some information on the effects of class period length on student outcomes.

According to the research, block scheduling may help to facilitate several favorable teaching and learning conditions. For example, longer classes allow teachers to provide more individualized instruction and to use a variety of teaching strategies other than lecturing (Brown, 2001; Rice et al., 2002; Veal & Flinders, 2001; Williams, Jr., 2011). Schedules with fewer and longer classes per day tend to reduce the total number of students taught by each teacher, which may be preferable to teachers and reduce teacher stress (Eineder & Bishop, 1997; Reid, 1995; Zepeda & Mayers, 2001). There is also evidence that block scheduling helps facilitate more planning time and decreases the number of each teacher's preparation activities (Zepeda & Mayers, 2001). From a student's perspective, fewer classes per day may reduce overall workload (Reid, 1995; Freeman, 1996) and student stress (Veal & Flinders, 2001; Zepeda & Mayers, 2006). Some evidence suggests that block scheduling helps to create a learning environment conducive to building stronger relationships among students and between students and teachers (Veal & Flinders, 2001).

The research on block scheduling has shown mixed direct impacts on student outcomes. Some studies have found that schools with block schedules have better academic outcomes, including higher math achievement scores (Mattox et al., 2005; Olofson & Knight, 2018), higher language arts achievement scores (Olofson & Knight, 2018), higher general academic performance for middle school students (DiRocco, 1999), and higher standardized testing scores for high school students (Evans et al., 2002).

Other studies, however, found that block schedules do not have a significant positive or negative impact on middle school students in math achievement (Allen Gill, 2011; Falk, 2009; Schroth & Dixon,

1995), language arts achievement (Allen Gill, 2011; Falk, 2009), reading comprehension (Bush, 2003), or science achievement (Falk, 2009). At the high school level, the literature indicates that students in schools with block scheduling perform at similar levels to students in schools with traditional schedules in writing on standardized tests (Gruber & Onwuegbuzie, 2001) and worse in math, (Gruber & Onwuegbuzie, 2001; Rice et al., 2002), language arts, science, and social studies (Gruber & Onwuegbuzie, 2001). While there are no meta-analyses on the effect of block scheduling on academic outcomes at the middle school level, multiple meta-analyses at the high school level have found that block-scheduling does not produce significantly better academic outcomes than traditional scheduling (Holley & Park, 2017; Zepeda & Mayers, 2006).

The research on block scheduling and students with disabilities is mostly based on case studies with very small sample sizes and shows mixed results. Grade nine biology scores were similar for students with disabilities in block and traditional schedules (Bonner, 2012). However, non-academic outcomes such as teacher and student satisfaction, student-teacher relationships, feelings of inclusion, and variety of teaching strategies were more positive in block scheduling for students with disabilities (Blass, 2002; Bottge et al., 2003; Harrington, 2015; Rettig & Colbert, 1995; Vermillion, 1998; Weller, 2002).

The mixed research findings on block scheduling also apply to students of color. One middle school study found better academic outcomes in math and language arts among Black and Hispanic students in block schedules (Allen Gill, 2011). Several studies at the high school level found block scheduling to be associated with positive outcomes for Black students, such as higher biology scores (Bonner, 2012) and lower rates of failing GPAs (Spencer-Pugh, 2002). Conversely, other research has found that outcomes for students of color in block schedules were similar or worse than for students in traditional schedules. For example, a study comparing block and traditional schedules found no differences among Black and Hispanic students in math growth between grades 5 and 8 (Trlica, 1998). At the high school level, Black students in block schedules had similar scores to Black students in traditional schedules in English, writing, math (Chen et al., 2020; Wright, 2010) and biology (Chen et al., 2020). Finally, some research has found lower achievement for students of color under block schedules, including for Black high school students in math (Wright, 2010; Ryals-Jenkins, 2007) and for Hispanic high school students in math, English, science, and social studies (Ryals-Jenkins, 2007).

Overall, and across specific student populations, it is unclear whether block schedules and longer class periods are more advantageous for student outcomes than traditional schedules or shorter class periods. However, some evidence does suggest that block scheduling and longer class periods may have positive impacts on teaching and learning conditions.

Impact of Class Size

In contrast to the dearth of research on class period length, there is a plethora of research directly studying the effects of class size on student academic and non-academic outcomes. One of the most prominent of these studies is the Tennessee Student/Teacher Achievement Ratio (STAR) experiment (Word et al., 1990), which found that students placed in smaller classes (13–18 students) from kindergarten to grade 3 performed significantly better in terms of GPA, standardized testing, and disciplinary issues than students placed in larger classes (22–28 students). Another key study was

performed by Molnar et al. (1999) as a series of annual evaluations of the Wisconsin Student Achievement Guarantee in Education (SAGE) class size reduction program. This study replicated the STAR experiment and found significant positive effects of smaller class sizes on academic outcomes and fewer disciplinary issues for elementary students in Wisconsin, and particularly for students of color.

Research has demonstrated that the benefits attributed to smaller class sizes in K–3 may continue through middle and high school. These extended benefits include higher standardized test results (Krueger & Whitemore, 2001), higher graduation rates, and higher college attendance (Dynarski et al., 2013). A review of class size literature by Mathis (2017) showed that these longer-term impacts appear to be particularly beneficial for students of color and students from low-income households.

However, critics claim that the short- and long-term benefits of smaller class sizes rapidly diminish when implemented after grade 3, including in middle and high school (Chingos & Whitehurst, 2011). Research at the middle school level appears to support these claims. Analyses by Alspaugh (1994), Caldas (1993), Davis and Jordan (1994), and Rumberger (1995) failed to find significant positive effects of reducing middle school class sizes on academic outcomes, and Alspaugh found that *larger* class sizes led to higher grade 6 math achievement.

While there is little research documenting the impact of smaller middle school classes on student academic outcomes, there is some evidence that smaller class sizes in middle school may improve some non-academic outcomes. Middle school students in schools with smaller classes rated their engagement with school and their own self-esteem more highly than did students in middle schools with larger class sizes (Dee & West, 2011; Matthis, 2017). Middle school students in smaller classes also report higher-quality interactions with their teachers and their peers (Camacho et al., 2022; Voight et al., 2015).

Lower class sizes at the middle school level appear to have positive non-academic benefits for students of color in particular. Research has shown that in addition to the benefits mentioned above, Black and Hispanic students in middle schools with smaller class sizes tend to report feeling safer than those in middle schools with larger classes sizes (Voight et al., 2015).

Impact of Increased Transitions

While there is little direct research on student transition times, cognitive literature indicates that interruptions tend to lead to a decrease in complex task performance across all ages (Kliegel et al., 2008). Classroom interruptions are no different, and research has shown that they decrease student attention and learning and can cause increased teacher stress (Leonard, 2001, 2003). At the elementary school level, students on the autism spectrum and students with learning- and attention-related disabilities tend to struggle with interruptions and task switching more than neurotypical students (Buck, 1999; Sterling-Turner & Jordan, 2007). While this research is not specific to middle school, it does suggest that increasing the number of transitions could impede learning for all students, and particularly for neurodivergent students.

Evaluation Findings

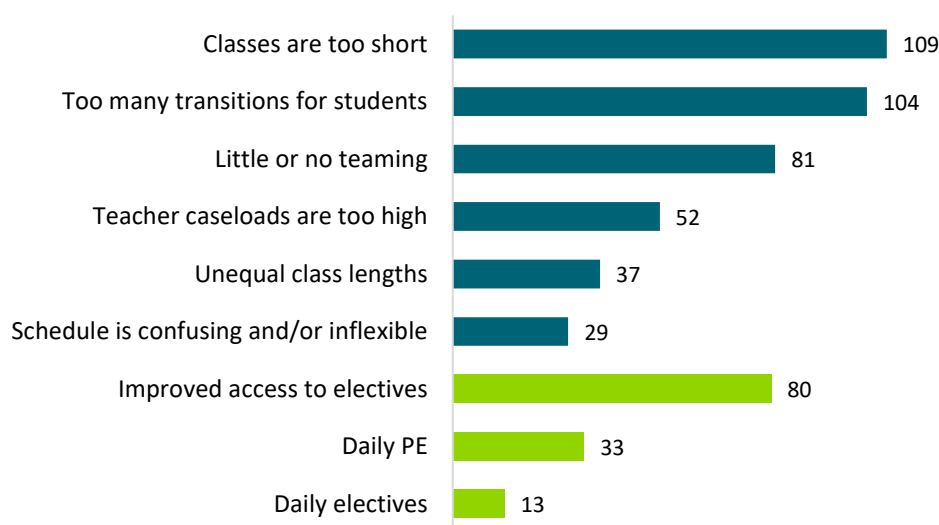
This section presents evaluation findings on the current BSD middle school schedule based on an analysis of the data collected from educators, students, and families. Quantitative data from the survey is presented in figures throughout the report. Evaluators used inductive coding methods to analyze all open-ended responses from the survey and focus groups to allow themes to emerge from the data. This involved the development of thematic codes based on the data and analysis of these codes to assess relative prevalence of each theme. The findings are organized in the following sections:

1. Successes and Challenges of the Schedule
2. Impact on Instruction
3. Impact on Student Supports
4. Impact on Student Learning
5. Impact on Student Behavior and Well-Being
6. Participant Schedule Preferences
7. Value of a Common Middle School Schedule

Successes and Challenges of the Schedule

While educators varied in their perceptions of the schedule, negative views greatly outweighed positive ones in the educator survey. Coded open-ended responses from the educator survey show the relative prevalence of schedule successes and challenges (figure 3). The most reported schedule challenges were that classes are too short, there are too many transitions for students, and there is little-to-no teacher teaming to support instruction. In terms of successes, educators reported that they appreciate the increased access to electives for all students and the daily PE classes.

Figure 3. Number of surveyed educators who reported each of the following successes and challenges of the current schedule in open-ended responses



Notes: See key terms for definitions of increased access to electives.

Source: Authors' analysis of Beaverton School District middle school educator survey data.

These successes and challenges of the schedule impact instruction, student supports, student learning, student mental health and well-being, and educators and are discussed throughout the report.

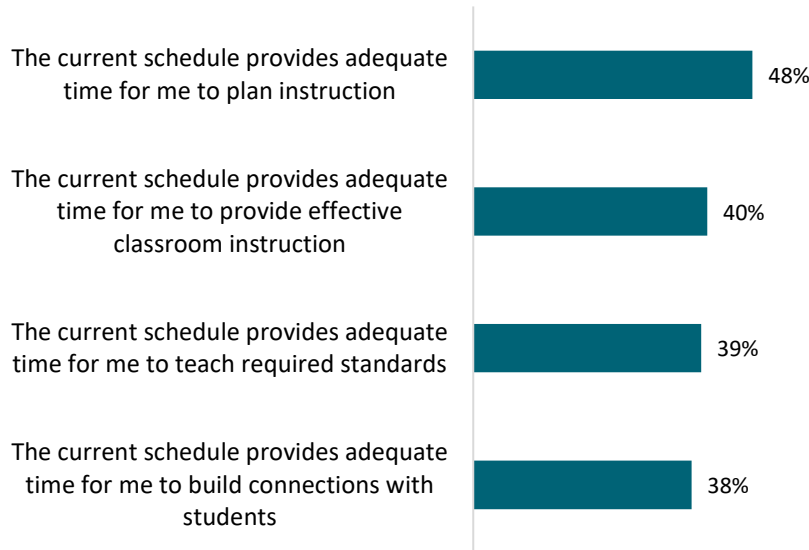
Impact on Instruction

This section describes educator and student perceptions of classroom instruction under the current middle school schedule.

Educators reported that the schedule does not provide favorable conditions for instruction

Overall, educators did not perceive the current BSD middle school schedule to be favorable for their own instructional practices. Fewer than half of educators surveyed reported that the schedule provided adequate time to plan or provide instruction, to teach required standards, or to build connections with their students (figure 4).

Figure 4. Percent of educators who agreed or strongly agreed with the following statements about instruction



Notes: Total number of responses vary for each survey question. Only teachers were asked to respond to the first three statements, while all educators were asked to respond to the final statement (on connections). See appendix tables A1, A2, A3, and A4.

Source: Authors' analysis of Beaverton School District middle school educator survey data.

These findings suggest that the current schedule may impede the district's ability to implement two goals described in the district's strategic plan: equitably implementing a high-quality curriculum and consistently using high-leverage teaching strategies in all content and courses.

Short class periods and large numbers of students per teacher may hinder effective instruction and teacher ability to build connections with students

In open-ended survey responses, 85 educators out of 377 who responded to the survey indicated that class periods were too short, while another 52 described the class sizes and/or teacher caseload (numbers of students per teacher) as too high. Seventy educators wrote that the schedule limited their ability to build connections with students and 18 educators reported that the schedule limited their ability to provide meaningful feedback to students. A selection of their responses follow.

"I'm not exaggerating, simply stating a fact, when I say that I'm responsible for teaching DOUBLE the content, and DOUBLE the students, with a record-low amount of time given to any group of students. I can't be nearly as effective in my instruction when the workload is so much higher. I definitely can't form the strong connections with 200 students that I previously formed with 100 students, and that breaks my heart. Building strong communities and meaningful connections used to be one of my biggest strengths as a teacher, not to mention a source of joy, but now it's impossible. The days are spent in survival mode."

– Social science teacher

"I have removed a lot of interactive projects and group work because I simply do not have enough time for them. This takes away a lot of the engagement in a class that is difficult for many students. I have ten very complex standards to meet and with the short schedules, I have no real idea how to get them all in ... This year, we have just ended the first semester and there are large numbers of students who I think I have heard speak once or not at all. I have not shared stories about myself or talked about their weekends or extracurriculars. It is horrible."

– Language arts teacher

"42 minutes is not enough to get through content, allow kids to practice motor skills, make an impact on their fitness, have dialogue about important and required health topics and concepts. All PE & health instruction is just shoving information down their throat just to get through it all."

– PE/health teacher

The short class periods make it difficult or impossible for many teachers to provide instruction that meets their own expectations and the expectations of the district. Teachers expressed frustration that they cannot cover the required content and skill or go into the instructional depth that students need.

"Mondays and Tuesdays, we have 37 minutes. My plan periods do not align. So we're talking 37 minutes in the morning and 37 minutes in the afternoon for prepping for three classes. I mean if I didn't do work at home, my classroom [and] what I would be teaching would look very different. It would be not up to the standard that I want to deliver or that I think out of respect for my students they deserve."

– World languages teacher

"Our language arts-adopted curriculum cannot be taught within a 37-minute period. So, we've been given a curriculum from the district without proper time to implement it."

– Language arts teacher

“I think there's two instructional impacts. I think the first instructional impact is we can develop concepts, but we can't elaborate on them in the timeframe that a lesson exists in. And I think the second impact is when we're working with a text, we can get meaning out of a text, but we can't go deep and do multiple readings of a text for different purposes. Both of those are critical skills for getting into high school ... for anything.”

– Social science teacher

Educators who participated in focus groups consistently mentioned that the short class periods make it difficult to build connections with students. Large class sizes also make it difficult for teachers to provide in-class support for students or get to know individual students during the class periods.

“I would say the number one success of being a teacher is making connections with students, and when they connect with you, they'll do anything for you, and we can't do that with the schedule. It all comes to relationships with the kids that we are unable to have because of the schedule.”

– Social science teacher

Math and science teachers appreciate the longer class periods available for their courses. However, many of these teachers are sympathetic with other teachers who have less time to teach and connect with students.

“With the longer class period, that's something that I really do have the luxury of, is actually working one-on-one with a lot of the students to really try to support all those learners who aren't ready for this math. I actually have that time ... to just really walk around and really help support and keep them moving in a positive direction. And I can't imagine doing the same thing in one of the shortened class periods and being able to give even a quarter of the kids the support they need.”

– Math teacher

Students may be overwhelmed with the amount and timing of homework

Teachers discussed several impacts that the schedule may have on student homework. First, teachers cannot coordinate large projects and tests because they no longer have time to collaborate and discuss. Therefore, different teachers end up assigning these projects and tests at the same time. Some teachers report that many students simply do not complete their homework.

“And I hear from students when I'm in health that when I have to give homework in health, I see the groan on their face 'cause they're like, 'I have homework in six other classes already, that's all due [tomorrow].' And so I just wonder what the implications of that are, as stress levels of having homework every single night for six different classes.”

– PE/health teacher

"[Students]'re like, 'You should see our homework on Thursday. No one talks about it. And everyone assigns us big projects at the same time because nobody's talking about it.'"

– Social worker/counselor

Teachers are concerned that other teachers are assigning daily homework. One perceived impact is that students do homework from one class during another class or simply do not do their homework at all because they are overwhelmed.

"I see a lot more kids doing homework in my class for other classes and vice versa. I see it all the time because they're just trying to get caught up from what just happened."

– Paraprofessional

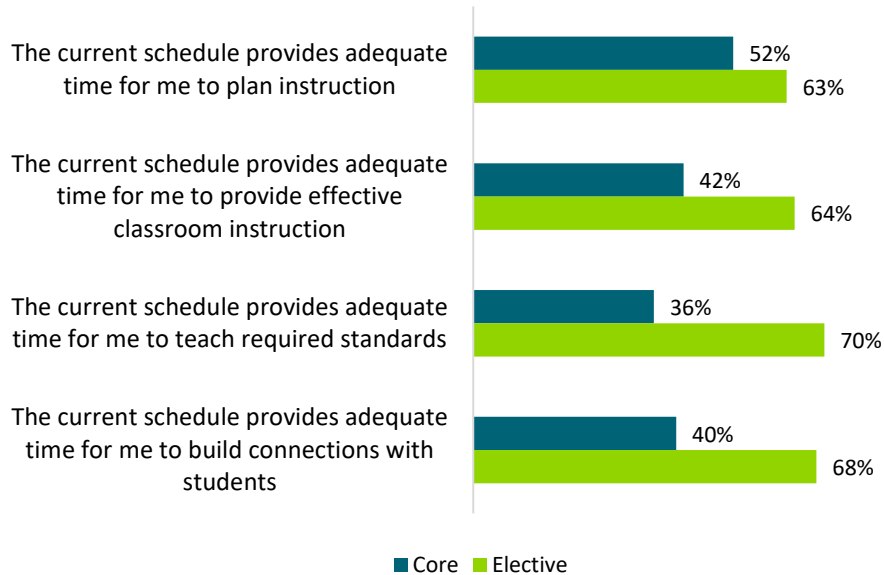
"Even the thought of assigning homework sometimes to finish what you didn't finish ... But they're just so tired. This schedule is like, they can't even ... By the end of the day, to go home and expect them to do more things and transition yet again, that's not possible."

– Science teacher

Core teachers, and particularly language arts and social science teachers, emphasized the negative impacts of the schedule on their instruction

Core and elective teachers perceive the impacts of the schedule on their instruction very differently. While 70 percent of elective teachers reported that the schedule provides adequate time for them to teach required standards, only 36 percent of core teachers agreed (figure 5). More than two-thirds of elective teachers (68 percent) reported having time in their schedules to build connections with students. However, only 40 percent of core teachers said they believed they have sufficient time to build connections.

Figure 5. Percentage of teachers who agreed or strongly agreed with the following statements about instruction, by course type

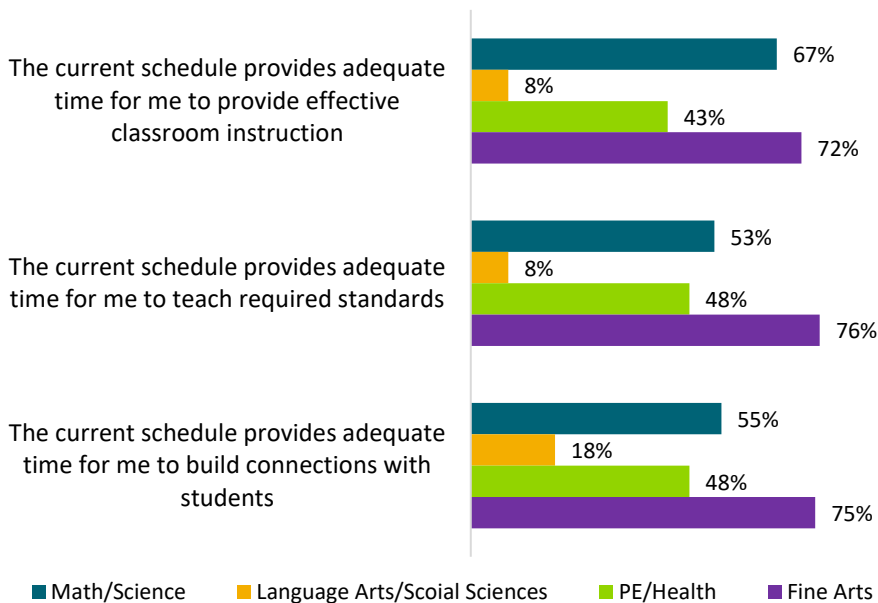


Notes: Total number of responses vary for each survey question. Only teachers were asked to respond to the first three statements, while all educators were asked to respond to the final statement (on connections). See appendix tables A1, A2, A3, and A4.

Source: Authors’ analysis of Beaverton School District middle school educator survey data.

Differences in perceptions of the schedule are particularly dramatic between language arts/social science teachers and fine arts teachers. Seventy-two percent of fine arts teachers reported that the schedule allows time for them to provide effective classroom instruction, while only eight percent of language arts/social science teachers reported having adequate time (figure 6). Math and science teachers were considerably more likely than their language arts/social science peers to agree that they had adequate time for instruction, which may reflect the longer math and science class periods.

Figure 6. Percentage of teachers who agreed or strongly agreed with the following statements about instruction, by course content



Notes: Total number of responses vary for each survey question. Only teachers were asked to respond to the first three statements, while all educators were asked to respond to the final statement (on connections). These results include teachers only. See appendix tables A2, A3, and A4. Categories includes teachers who teach math or science or both, and teachers who teach language arts and social science or both but excludes those who teach across content areas (e.g., math and language arts).

Source: Authors’ analysis of Beaverton School District middle school educator survey data.

Notably, not all core teachers reported negative impacts on instruction. In open-ended educator survey responses, 18 math and science teachers reported that the current schedule did not greatly impact their own instruction.

“Since math has more time than other subjects, I feel like we do have time to meet standards and teach grade level content. However, I feel like this comes at the cost of other subjects not having enough time, especially language arts. Their reading skills greatly impact their ability to engage in math content.”

– Math teacher

There were also interesting differences in opinions of the schedule between math and science teachers. Two-thirds of science teachers (67 percent) reported having time to teach all required content and skills, while only 43 percent of math teachers reported having enough time. This may in part reflect the district’s accelerated math curriculum for all students, which complicates the amount of time math teachers believe is necessary for math instruction.

"I'd say, one of the reasons math has 60 minutes is because the district has chosen to continue to go forward with accelerated math, which is impossible, and no one can actually teach it in the time period, unless you have amazing kids. So, that extra time, we need that time to even get close or towards that. But, if the district backed off of [accelerated math for all], then 50 minutes [for a class period] would be fine I think."

– Math teacher

Many fine arts teachers reported that the current schedule is beneficial for their instruction

Some teachers noted in both open-ended survey responses and educator focus groups that the current schedule has positive impacts on their instruction. Most such comments came from fine arts teachers, and many specifically mentioned the positive impacts of having daily classes on their instruction and their ability to build connections with students. Fine arts teachers also perceived smaller caseloads as a positive development.

"I see students every day and am able to reinforce concepts better. They are making more progress than the previous schedule. The daily repetition allows them to learn more effectively and I am covering more content. With the previous schedule, there were weeks when I would see students one day. Connections are equally benefitting from the daily instruction."

– Fine arts teacher

*"I have less preps and less students. *I do not teach 400–600 kids with class sizes of 50+ *I do not have 5–10 preps anymore, only four. *I get the kids every day. It makes a huge positive impact on their behavior in class having consistency that only daily class will provide ... Their growth in my elective class grew 3x as much vs every other day. This makes them more excited because they see their growth easier. *Teaching 200 kids daily allows me to actually get to know a lot of my kids better."*

– Fine arts teacher

"I no longer have a case load of 300 and can actually provide my students with real feedback when grading. I see them every day which means I do not have to review everything I teach each time they come to my classroom. After routines are taught, I have plenty of time to teach skills, standards, and projects while also running an art classroom with supplies."

– Fine arts teacher

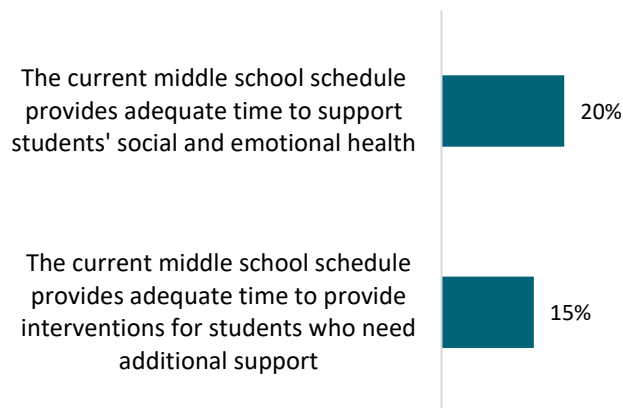
Impact on Student Supports

This student support section describes the effect of the schedule on the district's ability to provide interventions and to support students' social and emotional health.

Educators reported that the current schedule limits interventions and social and emotional support services

Only 15–20 percent of surveyed educators agreed that the schedule allows them sufficient time to provide interventions for students who need them or to support students’ social and emotional health (figure 7).

Figure 7. Percentage of educators who agreed or strongly agreed with the following statements about student supports



Notes: Total number of responses vary for each survey question. See appendix tables A5 and A6.

Source: Authors’ analysis of Beaverton School District middle school educator survey data.

According to these findings, the current schedule may hinder middle schools’ ability to implement at least two of the district’s strategic plan goals: implementing evidence-based interventions and implementing strong support systems for students’ social and emotional, behavioral, and academic needs.

Educators report very few options for supporting students who struggle academically

Few surveyed educators (15 percent) reported that the schedule provides adequate time to support students who are struggling academically. School-day academic support can be provided within existing classrooms by teachers and support staff members as well as through pull-out support services. Teachers within the classroom are often the most immediate source of student support. Of surveyed BSD educators, 157 indicated in open-ended survey responses that the short class periods and large class sizes make it difficult or impossible to address students’ needs for additional supports within the classroom setting.

“There is not time for in-class intervention; I have scaffolded content, but I don't have time to help students during class time who need reading or writing intervention. Prior to this, there was time for small groups during the core block time.”

– Language arts teacher

“Middle school teachers do not have time to intervene. Some teachers have classes of 35+ students in a 37-minute class. Without instruction, that leaves one minute per student for intervention. Students are not receiving the interventions they need [and] more interventions are needed than ever before.”

– Special education teacher

As discussed in more detail in the *Impact on Educators* section, the lack of teacher teams that share common groups of students across course subjects makes it challenging to identify students who need support and to strategize about how to support these students.

“Before this current schedule, we had grade level teams. Teachers regularly were able to meet because they had a common plan[ning period] and/or their classrooms were close together. It was easy for us to find out from each other if a particular student was exhibiting the same kinds of struggles in each of our classes and to have quick chats about what we each were doing that was working or not. It's much more difficult to do this now.”

– World languages teacher

In addition to the ability to support students within the classroom, educators discussed how few services to help students who are struggling academically are available outside of the classroom.

“Regular reading intervention classes and math Intervention classes were cancelled from the schedule. Middle school intervention classes are necessary for students who struggle, to support their skill development in preparation for high school.”

– Teacher on special assignment

“I have not seen any intervention or remedial courses outside of the SPED department ... Many students who need support but do not qualify for SPED fall through the cracks. That is a HUGE number of students we're not serving in the way they need. This is an urgent situation.”

– English language development teacher

Staff members reported finding it difficult to provide social and emotional support services to the students who need them

Only one out of five surveyed BSD middle school educators reported that the schedule provides adequate time to support students' social and emotional health (figure 7). In both surveys and focus groups, student support staff members reported that it is difficult to pull students from their classes to provide needed support. This is due in part to the short classes and may also be due to the need for more extended hallway and lunch/recess supervision duties. Social workers and counselors believe that this increased duty-time takes away from their ability to help students.

“As a counselor I am unable to provide effective counseling due to the class times being so short. By the time I get anywhere with a student, they've missed an entire class period.”

– Social worker/counselor

“And then to add that layer for counselors, we were told at a district-level that all middle school counselors were to do 80 minutes of duty every day. We're doing more than that because now we're hallway monitors too and we have a morning duty. Then when I did the math, this was last year, it was like 80 minutes a day. That takes 80 minutes [away from] actual counseling support [time]. I'm kind of doing it on the fly out at recess and lunch.”

– Social worker/counselor

Educators and students agreed that advisory class content could be improved by integrating it into other courses

While some students enjoy advisory class, nearly all students who commented on advisory class in focus groups said that advisory is not a good use of time. Students noted that some of the lessons are interesting, but most of the class time is not productive. The class provides time for many students to do homework and socialize, but the twice-a-week class makes the rest of the schedule more confusing and cuts into the time for other courses. According to students, most of the advisory class content could be integrated into courses such as health or social science.

“Advisory cuts into the school day. I like it, but I struggle to find what I’m supposed to be doing in advisory after the early activity.”

– Middle school student

“I’m not gonna lie. I don't really learn that much in advisory, and I feel like it's kind of pointless. We just use that time to talk with our friends. I feel like it should be more like a study hall.”

– Middle school student

“I think {advisory}'s useless. Most of the topics that are taught are important but could be taught in other subjects.”

– Middle school student

In focus groups, educators suggested integrating the content of advisory class into other courses. They said this would be advantageous for several reasons. First, removing advisory class from the schedule would provide more time for other classes and reduce the number of transitions. Second, it would provide a more consistent schedule from day to day. Finally, integrating advisory class content into other courses would allow teachers to build better relationships with students when covering delicate social and emotional topics.

“When you have kids in your advisory that you teach later in the day, you're able to reinforce those ideas that they're learning in advisory, like the SEL lessons or the things like that. They come up in just regular conversation about whatever.”

– Fine arts teacher

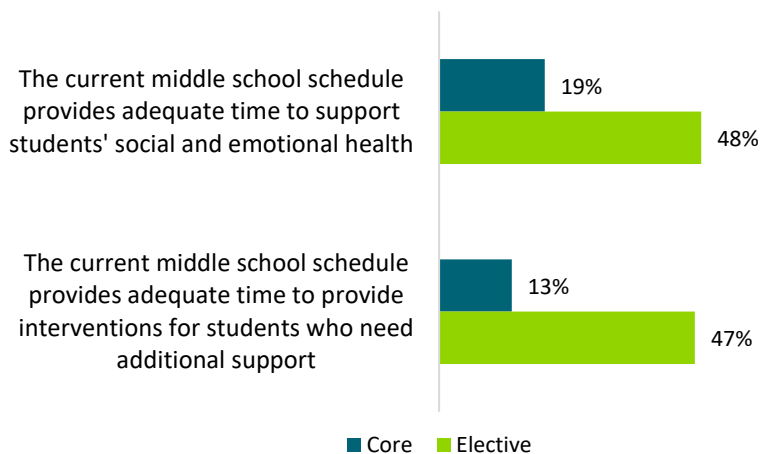
“Most of the students in my advisory class, I do not teach for math ... I strongly say, ‘Can we please have kids on our advisory that we also teach?’ Because it's hard to build a relationship with students two days a week when you do not have them at any other time. So, I feel so strongly about that.”

– Math teacher

Elective teachers and particularly fine arts teachers reported fewer negative impacts of the schedule on student supports

There were substantial differences by type of course taught in educators’ reported perceptions of the schedule’s impact on student supports. Fewer than half of core and elective teachers said they believed the schedule provides adequate time to support student social and emotional health or to offer interventions, but a larger percentage of elective teachers perceive the time available for the supports as adequate (figure 8). Thirteen percent of core teachers reported that intervention time is adequate, while 47 percent of elective teachers agreed. There were similar differences between the proportions of elective and core teachers who said they believed there is adequate time to support students’ social and emotional health.

Figure 8. Percentage of teachers, by course type, who agreed or strongly agreed with the following statements about student supports



Notes: Total number of responses vary for each survey question. See appendix tables A5 and A6.

Source: Authors’ analysis of Beaverton School District middle school educator survey data.

There were also huge differences by course subject taught in teacher perceptions of student support. More than half of fine arts teachers (56 percent) reported that time for interventions is

adequate, compared to 17 percent of math and science teachers. This is not surprising, given that few students need interventions in elective course content. Half of fine arts teachers (50 percent) believe that the schedule provides adequate time to support students' social and emotional health, while only 20 percent of math and science teachers agree (appendix table A5).

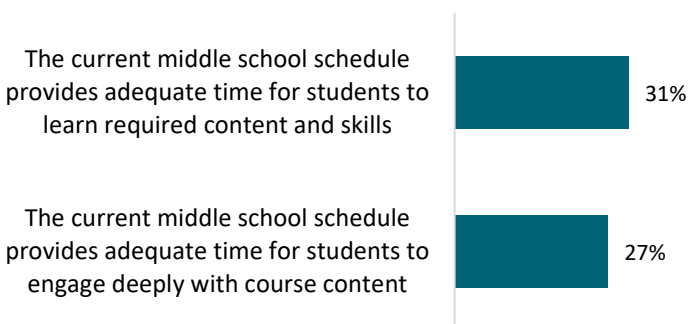
Impact on Student Learning

This section summarizes perceptions of the current schedule's impacts on student learning and engagement.

Educators said they believe that the middle school schedule impedes student learning

The ability of educators to provide effective instruction and connect with students has an impact on student learning and engagement. Thus, schedule impacts on instruction may also impact student learning. Less than a third of surveyed BSD educators reported that the current middle school schedule provides time for students to learn required content and skills or to engage deeply with content that may promote student learning (figure 9).

Figure 9. Percentage of educators who agreed or strongly agreed with the following statements about student learning



Notes: Total number of responses vary for each survey question. See appendix tables A7 and A8

Source: Authors' analysis of Beaverton School District middle school educator survey data.

More than one-hundred educators (105) shared concerns in open-ended survey responses that the schedule does not provide sufficient time for students to engage deeply with course content or to finish their work in class. Some educators shared that it is challenging to design a lesson that teaches content and includes time for students to process or practice the new content and skills. Survey responses also indicate that the short class periods may also not allow sufficient time for teachers to help students with their work in class.

“Strictly speaking from a PE standpoint, by the time we get into class, settled, and attendance taken, we have less than 30 minutes to teach and perform activities and skills. This impacts skills mastery paths dramatically.”

– PE/health teacher

“For non-Math and Science classes, students arrive, get settled and then it's time to go. 35–40 minutes does NOT allow a deep dive into anything. For EL students who need extra scaffolding, it doesn't give us time to work with them efficiently.”

– Language arts teacher

“Engagement in my classes is off the charts low. I am an extremely experienced teacher who usually has engaged students and very few failures, and last year and this year, the inability to teach in depth or interact with and assist my students appropriately has resulted in huge numbers of disengaged students who are not completing work, and a significant slowdown in the learning even of those who are working hard.”

– Language arts teacher

A substantial number of educators (53) reported in open-ended survey responses that students are less engaged with learning and/or are learning less under this schedule. They attribute lower engagement to short class periods that impede effective instruction, the number of classes per day, and the number of transitions between classes.

“It is more difficult for students to engage in learning activities when they are being rushed and stressed by not having enough time. Many students need more time to process how to engage and need more time to be able to connect. Because research tells us that when we connect with students, they will be more likely to engage, which will only enhance their learning.”

– PE/health teacher

In focus groups, educators frequently raised the topic of students’ inability to stay engaged in each class and throughout the school day. Educators expressed particular concerns that the short class periods are not preparing students for the longer AB block schedule currently in place in comprehensive BSD high schools. Math and science teachers also commented on the inability of many students to maintain focus through their longer classes.

“I mean the schedule doesn't really prepare our kids, especially our eighth graders who are transitioning to high school and are being expected to follow a much longer stamina routine in their classes. They're not building that stamina here with our current schedule. We're really not setting our high school up very well for success either.”

– World languages teacher

“I find it challenging to get my students to sustain themselves through the longer period that I do have in math, to allow for that time. I find myself doing a lot of behavior management, rather than being able to do independent work with most of the class in small group reteaching or stuff with the rest.”

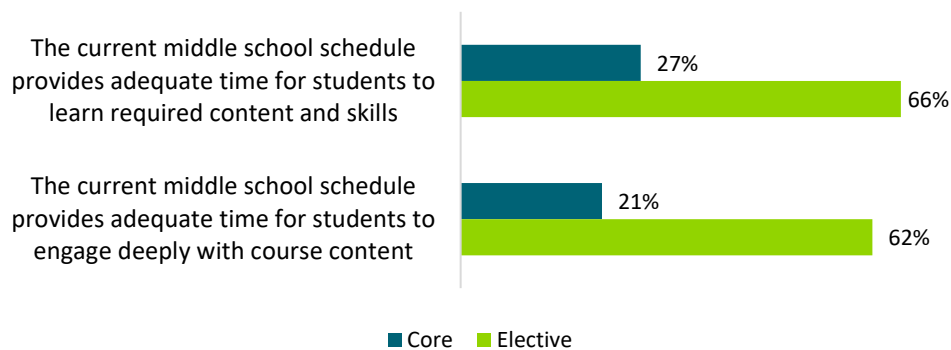
– Math teacher

Educators’ perceptions of student learning suggest that the current schedule may make it challenging to achieve several strategic plan goals, including teaching and nurturing cognitive and behavioral skills and ensuring that every student demonstrates progress toward achieving the standards.

Perceived impacts of the schedule on student learning and engagement were strongly associated with teacher course subjects

Core and elective teachers’ responses suggest they perceive the impact of the schedule on student learning quite differently. In surveys, 62–66 percent of elective teachers indicated that the schedule provides enough time for students to learn required content and skills and to engage deeply with course content, while 21–27 percent of core teachers shared these beliefs (figure 10).

Figure 10. Percentage of teachers, by course type, who agreed or strongly agreed with the following statements about student learning

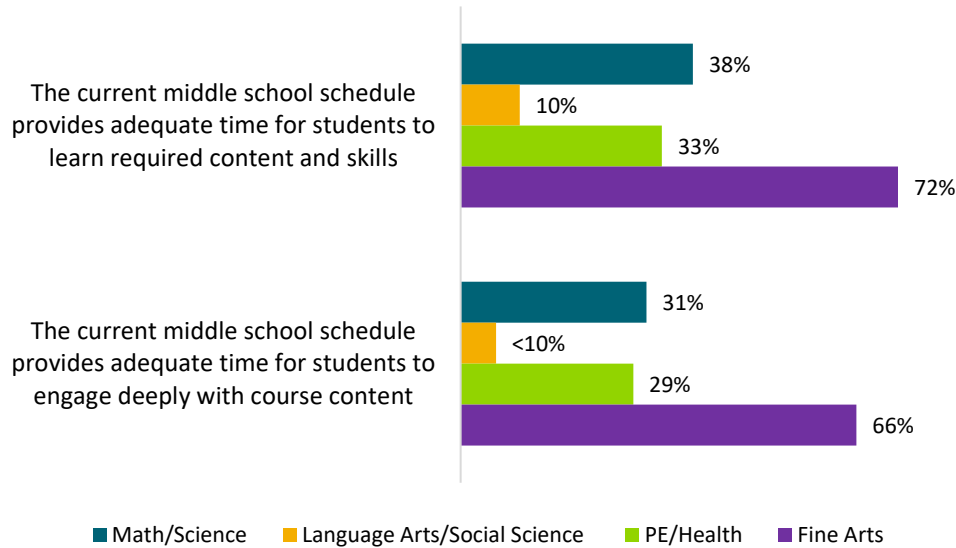


Notes: Total number of responses vary for each survey question. See appendix tables A7 and A8.

Source: Authors’ analysis of Beaverton School District middle school educator survey data.

Further breakdown of survey responses by content area reveals that 72 percent of fine arts teachers agreed that students in their classes have adequate time to learn required content and skills, although fewer than half of other subject area teachers and only 10 percent of language arts/social science teachers agreed (figure 11).

Figure 11. Percent of teachers, by course content, who agreed or strongly agreed with the following statements about student learning



Notes: Total number of responses vary for each survey question. See appendix tables A7 and A8. Categories include teachers who teach math or science or both and teachers who teach language arts and social science or both but excludes those who teach across content areas (e.g., math and language arts). One percentage is obscured due to low numbers of responses.

Source: Authors’ analysis of Beaverton School District middle school educator survey data.

Both math and science teachers reported perceiving fewer direct impacts from the schedule on students in their classes compared to other core subject teachers. In open-ended survey responses, some math and science teachers highlighted that the impacts of the schedule on student learning are not the same across all subject areas.

“For [my non-math class], by the time my students have heard directions/instruction they have little time to work and by the time they get into a groove, there is little time left in class. For my math class, which is over an hour, I end up with extra time where some kids are finished and I don't have time to move forward. I could give up 5–10 minutes so that all classes had equal amounts of time.”

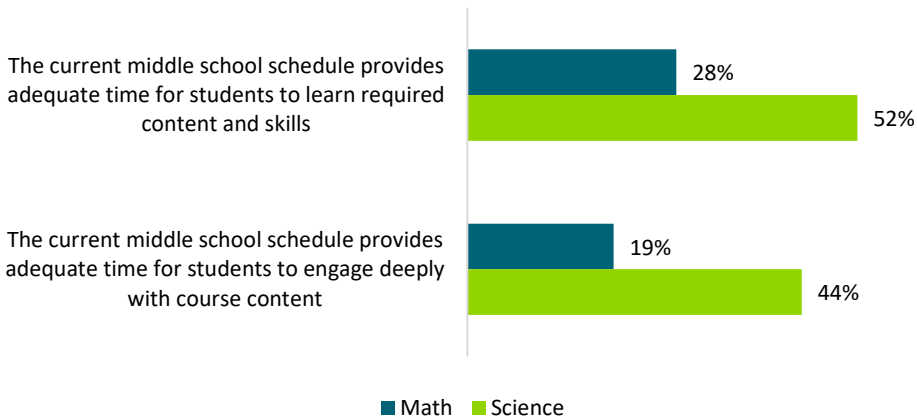
– Teacher of multiple subjects

Science teachers view the impact of the schedule on student learning more favorably than math teachers despite the equal lengths of their respective class periods. Forty-four to 52 percent of science teachers said they believe the schedule provides adequate time for learning and deep engagement while 19–28 percent of math teachers reported the same (figure 12). As previously noted, this finding may be due in part to the district’s accelerated math curriculum for all students, the pace of which impacts the time available for students to learn math.

“I teach science and I find the 60 minutes perfect amount of time, but the other classes are struggling.”

– Science teacher

Figure 12. Percentage of teachers who agreed or strongly agreed with the following statements about student learning, by course subject



Notes: Total number of responses vary for each survey question. See appendix tables A7 and A8. This figure includes teachers who teach math only as math teachers and science only as science teachers. It does not include teachers who teach multiple subjects such as math and science or math and language arts.

Source: Authors’ analysis of Beaverton School District middle school educator survey data.

Fine arts teachers’ opinions of the schedule also varied. In open-ended survey responses, 16 teachers reported that students are more engaged in the fine arts classes they teach while eight fine arts teachers noted that class period lengths are too short.

“The schedule has significantly improved the amount of student learning accomplished in all elective classes. Students are consistently learning and retaining 3 times the amount they did with the previous schedule.”

– Fine arts teacher

“Previously, electives in our building were 45 minutes every other day. The new schedule has doubled instruction time and significantly reduced learning loss.”

– Fine arts teacher

“The classroom is a revolving door. Kids are always moving to their next class. They are not able to be in the environment long enough to absorb any info or feel they have time to invest in it. It’s way too easy for them to give up when things get hard because after all they are in a new class in a few more minutes.”

– Fine arts teacher

While some students reported feeling that the current schedule does not offer enough time for learning, others said they like the schedule

Some students and parent/guardians shared concerns about the short class period length and how this may impact students' ability to learn. A few noted that short classes may negatively impact student ability to succeed in high school.

"It's not about boring. School is not supposed to be the greatest thing ever. It is about preparation and learning. I do get bored in class sometimes, but I still learn when I'm bored. [The class length that] contributes to learning would be the best option."

– Middle school student

"I would definitely bring up the fact that sometimes we have a little over half an hour just to learn stuff that we are going to carry with us through high school ... I don't think a little over half an hour is enough time to fully take in what the teacher is saying."

– Middle school student

"If we had longer classes, that gives us more time to work in class and less homework, which I think all of us could agree, that's much better. It also prepares us for high school. I think it'd be better for that."

– Middle school student

In addition to feeling rushed through individual classes, some students and their parent/guardians also feel as though they have too many classes per day, reporting that it is difficult to manage so many classes and subjects.

"I would like to have only 4 classes per day. You would learn a lot more and school is about learning. We don't have enough time to learn and you can forget homework for 8 classes. The day would feel shorter and you could do work in class."

– Middle school student

"I would change the number of how many classes there are, honestly, because I think it's way too many classes. And you learn stuff, right? Like you learn so much stuff that day. Sometimes you just can't get in your head."

– Middle school student

"We're getting to a point where we might have to pull our daughter and put her in [a different school] or something because of how much anxiety and stress this whole ... how crammed everything is. It's just an incredible amount of stress on her. So, it's more of a negative than a positive every day."

– Parent/guardian of a middle school student

These negative perceptions about the schedule were not universal among students. Some middle school students said they believed the current schedule provides adequate time for them to learn and some of these students (and parent/guardians) shared that they worry that longer classes would result in boredom.

“I don’t mind the class length. It is enough time to learn without being bored.”

– Middle school student

“In one of my kids’ classes, they join math and science and it ends up being a very long class. I would not be in favor of [longer classes].”

– Parent/guardian of a middle school student

Impact on Student Behavior and Well-Being

This section documents the impacts of the schedule on student behavior and well-being as well as participant suggestions for improving the schedule to enhance student well-being.

Educators reported concerns about the impact of the numerous daily transitions on student behavior

Student mental, social, and emotional health; behavior; and overall well-being have been a particular concern of educators across the country since students returned from distance learning. BSD educators indicated they understand that the reasons for their concerns are multi-faceted, but some suggested that the schedule is contributing to particular negative student mental, social and emotional health, and behavioral outcomes in the district.

Nearly three-quarters of surveyed educators (71 percent) indicated that the schedule has led to an increase in disruptive hallway behavior (appendix table A9). In open-ended survey responses, 103 surveyed educators documented the negative impacts they believe the schedule is having on student social and emotional health and 80 described the negative impacts that the schedule may be having specifically on student behavior. Educators said they are concerned that the short classes and frequent transitions are hindering students’ ability to self-regulate. Thirty-three surveyed educators noted that the schedule may be especially harmful for students with special needs.

“Students have less time to interact in the classroom with their peers or in the hallways/at lockers. They are rushed between classes with no time for interacting with peers. Emotionally, they are exhausted with the workload of 8/9-class days. Behaviorally, they are more disruptive and have shorter attention spans because they haven’t been able to interact with their peers and/or have been sitting in desks for 8 classes a day.”

– PE/health teacher

“As somebody who works with students on the autism spectrum and also a lot of students who have experienced trauma, they’re already heightened, and to go through this constant changing of classes, and transitioning can be very stressful. And it just amplifies all the more, their stress and cortisol. They never have the chance to really come down. Then, if you’re in that heightened state, you’re not learning.”

– Counselor/social worker

“There are so many transitions during the day! ... Keeping up with that many classes is A LOT even at the high school level. College students take between 3-5 courses on average. We are asking our students who have little to no executive function to manage 8 classes a day?!?”

– Science teacher

While there are many causes of disruptive middle school behavior, BSD middle school educators reported that the number of transitions during the day leads to behavioral disruptions. Schools have tried to mitigate problematic hallway behavior through measures such as one-way-only hallways, prohibiting locker use during the day, and extended hall monitoring duties for counselors and other staff members.

“Spending so much of their school day in transition causes students stress and anxiety. Halls are where much of the bullying and negative interactions between students happen. In addition, we know that developmentally the more transition, the more dysregulated kids are, and dysregulated kids are kids who act out.”

– Language arts teacher

“Now it feels like the kids are on a conveyor belt, being rushed from class to class all days. We’re not connected, and that’s showing up big time in student behavior. Anxiety levels are at an all-time high. I’ve never seen so many kids burst into tears in class, often when asked very simple, low-stakes questions. The disrespect for teachers, peers, and the school in general is outrageous.”

– Social science teacher

The number of transitions in the current schedule may make it challenging for the district to achieve its strategic plan goals of creating strong systems of support for students’ social and emotional and behavioral needs, teaching and nurturing cognitive and behavioral skills, and ensuring that every student feels safe.

Students would appreciate more time between classes, but educators shared reservations

One of the most common topics of discussion in the student and family focus groups was the short time available to get from one class to the next. Although four minutes may be sufficient time to move between some classes, many students reported that it is not enough time to use the

bathroom, use lockers, or to move between classes in distant parts of the school. One-way hallways, crowded hallways, and the location of bathrooms and lockers were frequently-cited barriers to effective movement in the hallways.

“I go from social studies to PE and I have barely enough time to get there even speed-walking. That is even without talking to other students or dawdling. I think we should have a little more passing time.”

– Middle school student

“I think it’s 4 min for us. I don’t really like that that very much. For example, I go from third period, which is on one side of the school, and then I have PE and I’m doing a health unit right now, which is upstairs, and the very other opposite corner of the school. And I genuinely do not have enough time to go from one point to the next. And we have one-way halls, which also slows us down.”

– Middle school student

“We have 4 minutes, and maybe another minute would be a lot better ... We aren’t allowed to go to the restroom the first 10 minutes or the last 10 minutes of class and a line builds. So sometimes you won’t be able to go to the restroom that period at all.”

– Middle school student

As a result of these passing times and school rules around locker use, many students report not using their lockers at all during the day and carrying heavy backpacks and other supplies for most of the school day.

“My son is in jazz band, and he has an instrument that is very large and he also plays [other instruments]. So he has to put away all of this equipment and then run to class with some of his instruments. So again, the 4 minutes are not enough, because he is always late, and for when he gets to—it’s just so complicated to deal with. And most of the time he doesn’t even go to his locker to get his notebooks.”

– Parent/guardian of a middle school student

“The lockers are old and take time to open. I just carry my books around. If I go to my locker, I’m late to class.”

– Middle school student

“My backpack is super heavy—27 lbs. I can’t go to my locker when I need to. I am getting back problems. It keeps getting heavier because I can’t put stuff away and keep adding.”

– Middle school student

Students' concerns about tardiness may be exacerbated in middle schools without class bells. In those schools, teachers are responsible for letting students out on time and sometimes do not, cutting into passing time. Many of the students in focus groups reported feeling stress about their inability to get to some of their classes on time.

"When we get a tardy or something, the people who didn't, who haven't gotten tardies get rewards, and that makes sense. But if we get one tardy, and it's because our [previous] teacher forgets to let us out of class [on time], and then we're a minute late or 10 seconds late ... We were not tardy because we wanted to be ... We were tardy because of the teacher."

– Middle school student

"Sometimes in PE, you go to your locker to change your shoes, like if you have sandals on. Then you have to come back. And sometimes you might be late and you might get detention for that."

– Middle school student

While some educators said they understand the need for breaks for students during the school day, few advocated for longer passing times between classes. Educators suggested that some of the poor student behavior was due to the return from distance learning (which coincided with the new schedule) in 2021–22. However, there are also concerns about longer passing times potentially leading to more problems in the school hallways.

"Four minutes is kind of the sweet spot, if kids are getting to class because they can, in four minutes. Three starts pushing it a little bit."

– Social science teacher

"We have too many passing times. We have a lot of naughty behavior that happens. We had five minutes last year. There's a reason we came down to four minutes. I would never urge for more time. The kids take advantage of that time. It's almost always when we did have had fights in the building and mostly it's my kiddos, but they meet up in the bathroom and do naughty things. It provides more opportunity for kids to meet and make choices that we'd like them to not make. So again, I would urge for less transitions and not more time."

– Social worker/counselor

Educators also believed the schedule could be improved by providing common passing times. The current schedule with varying class times (due to the longer math/science block) results in some students transitioning while others are in class. Educators said this can cause distractions for the students who remain in class. A number of educators suggested that equal-length class periods with common passing times would allow for all teachers to be out in the halls supervising transitions and reducing problematic student behavior.

“So, if we were going to move to a seven-period schedule where all of them are equal, we would have seven or six passing periods or whatever, but they would all match. So, all the teachers are out together. All the kids are out together.”

– Math teacher

“The amount of transitions. There's so many for students and because of the wonky math/science schedule, there's transitions happening all the time and it's so disruptive in my classes when I'm like, oh, around this time I can't do anything because it's going to be so obnoxious out in the halls.”

– Social science teacher

Lunch and recess provide a welcome break for students, but some students find that the time to eat and socialize is inadequate

According to some students, the time available for lunch and recess is too short for them to eat their lunch. This appears to be particularly true for students whose classes are a long way from the cafeteria, for students who may be slower eaters, and for students who wait in the hot lunch line to select their lunch. The time available for lunch and recess was also a primary concern of parent/guardians we spoke with during focus groups.

“We should get a little more time for lunch and recess, because I feel like I have to go to my locker before lunch to go get my lunch box and waste a lot of time. It feels like I only have 5 min and I'm not really able to eat much.”

– Middle school student

“There are a lot of students who get hot lunch and you have to wait in line and it takes time and then you find a seat. There is not much space to eat peacefully. Recess is short. It is the only time to have a break and it's only 15 minutes.”

– Middle school student

“Kids have to wait in line, go to their locker, grab their lunch bags. Even if they don't, just getting through the halls down there, it's an absolute nightmare. By the time [my daughter] finds a place to sit, she is literally scarfing, inhaling her food. She tells me other kids don't have a chance to eat.”

– Parent of a middle school student

Both educators and students emphasized that electives provide an opportunity for students to explore new content, decompress, and socialize

A majority of surveyed educators (58 percent; appendix table A10) said they believe it is important for students to have two daily electives, with 53 percent of core teachers and 77 percent of elective teachers emphasizing the importance of two electives per day. According to elective teachers, and especially fine arts teachers, elective classes offer students a break during their school day, including time to explore content, move around, socialize, and take a break from the academic rigor of other

courses. Survey and focus group input from elective teachers suggests that electives may help to address students' social and emotional needs.

"Students have an opportunity to take their favorite class, regardless of the subject, every day. That means there is at least one thing they can be excited about in their school day."

– Fine arts teacher

"And the other neat thing with a lot of the electives and PE, we are SEL. The kids learn how to take those emotions in the arts and find an avenue to put that and make it go somewhere, how to take their emotions ... They can put it into something, whether they're putting it in a drawing or blowing it through an instrument."

– Fine arts teacher

"One student told me he loved having shorter classes and more breaks—it gave him a chance to reset more often. I know that is not true of all of them. But having two electives is soooo meaningful—I wouldn't want to change the schedule if we had to change that."

– Fine arts teacher

Students, during focus groups, overwhelmingly supported having two electives per day. Students expressed that they like having some choice about what courses they take to prepare themselves for high school and college and/or simply because they enjoy the content. Other reasons that students shared for enjoying electives included having a break from core classes, interacting with friends, and having less academic rigor.

"Electives are the classes you pick to pursue. Core classes can be fun too, but electives make it better."

– Middle school student

"There is a ton of work in middle school. I love to succeed in school. Electives help you have fun and avoid burnout. They are a bit of a break from stress of school."

– Middle school student

"What I like about electives is that I can talk with my friends, and we're doing the work. But the work is a little bit more chill."

– Middle school student

Most of the students and the parent/guardians who participated in focus groups indicated that students enrolled in at least one of their elective choices and often both. Some of the students who did not get one of their top choices still enjoyed the electives that were assigned to them. At least a few students would appreciate more elective options, such as dance, as well as additional options for art, technology, and language electives. A couple of students mentioned a desire for electives that

rotate throughout the year in grades 6 through 8, to enable more exploration of subjects and ensure they do not get stuck in an elective course they do not enjoy.

“You have to take four electives in 6th grade. I would like 7th and 8th to be more like that to have more options. I was online in 6th grade, so I didn’t have that option.”

– Middle school student

Impact on Educators

This section describes the impact of the schedule on the time available for educators to collaborate with each other and communicate with families. We also discuss the self-reported impacts of the schedule on educators’ mental health and well-being.

Educators said the current middle school schedule leaves little time for them to team with one another

One of educators’ most expressed concerns about the schedule was that it does not allow them time to collaborate with each other in any systematic way during school hours. This concern was reflected in both survey and focus group data.

District leadership has articulated that common planning times and shared groups of students should be a priority for schools. According to district leaders, the current schedule allows for planning times that exceed the contractual minimums in the collective bargaining agreement. However, this does not ensure that there are *common* planning times for educators across subject areas or among educators who share the same students.

School administrators reported that they cannot always schedule common planning time for educators across subject areas within the confines of the current schedule. The number of classes per day and the longer math and science classes make it difficult or impossible for school administrators to design a schedule that both provides common planning time for teachers across subject areas and that allows educators to share common groups of students. Surveyed educators expressed frustration with the schedule’s impact on teacher teaming.

“As an experienced and highly competent building schedule builder, I was still unable to guarantee common plan[ning time] for the inter-disciplinary teams that we were barely able to cobble together this year ... Common plan[ning] is limited in scope.”

– School administrator

“When many of your core teachers are teaching multiple grade levels on multiple schedules—it is hard to coordinate these conversations and experiences.”

– School administrator

“It is really hard to meet with the three different people that I am supposed to be collaborating with during my plan time since they all have different schedules and plan times due to us teaching multiple grades.”

– Social science teacher

Twenty-eight percent of educators reported that the schedule provides adequate time for them to collaborate with other educators.³ The lack of adequate time to team has impacted educator ability to systematically discuss students during “kid chats”—an opportunity for educators to meet to discuss concerns about individual students or groups of students, share strategies to address their concerns, and to monitor student progress.

“Previously when we'd have kid chats by team, we'd be able to get through as many kids as we needed in however much time we had. And now it's four kids per grade level, maybe once a month.”

– Science teacher

“Teaming took care of a lot of issues that we're now facing, especially with mental health support, keeping track of kids, providing a cohesive behavior plan for students and just I feel like a lot more kids fall through the cracks because if I'm trying to handle my 140 kids by myself, and I can't keep track of them all. But if I know I have a team, and you're really working on this kid and you're really working on this kid, we can make a lot more strides. And I think a lot of that's been lost.”

– Science teacher

“There are kids who should be referred that are not being referred, and they're just going to be passed on another year, and maybe another year.”

– Teacher of multiple subjects

Some educators shared concerns that because time to collaborate is limited, they are unable to coordinate contacts with families. This makes it challenging to plan for and hold parent-teacher conferences.

“[Before the implementation of this schedule], we could take on certain kids and then that parent had me as the point person. And I could talk to two or three other teachers, get their input, and contact that parent. Now any parent could have potentially eight teachers contacting them in any given day...I would have no idea if she contacted a parent about the same thing that I'm contacting [about] unless we already had an established relationship ... So I think parents are also getting, I'm speaking for parents, but annoyed with the amount of emails that they get from so many people.”

– Science teacher

³ Nearly half (46 percent) of educators also reported that the schedule does not allow time to participate in professional development, but this was not widely discussed in the survey or focus groups (see appendix table A14).

Many educators reported the schedule makes them feel isolated, stressed, and ineffective

Prior to the implementation of the current schedule, experienced BSD middle school educators relied on relationships with colleagues to support each other. Experienced educators may still have such relationships outside of common planning time, but most teachers reported there was little or no time for teaming across subjects. Educators expressed concerns that the lack of time to team is leading and will continue to lead to educators feeling unsupported and leaving the school, district, or profession.

“This schedule is extremely isolating for staff. It feels like we are all alone. This is due to the lack of teaming and the lack of common plans with our teaching partners.”

– Social science teacher

“I was in a different [BSD middle school] building last year and we had a lot of new and first year teachers and they were all just floundering. Multiple people quit teaching after last year as a new teacher just because if you are on a content team, you have people to help you with content. But if you're on a team for the kids, you have people to help and support you with those behaviors.”

– Science teacher

Eighteen educators directly attributed some negative educator mental health outcomes to the schedule in open-ended survey responses. Many of these responses, as well as those conveyed during focus groups, suggest that many educators are overwhelmed and feel ineffective, due in part to the schedule. Some educators said they are considering leaving the school or field as a result.

“It's the number of students we have per day. The kids that I normally could help that I cannot help and I see them failing and I don't have anything in me to help them. I cried in front of my class this year because I was just feeling such frustration because they feel frustration, and they just can't do it. We're failing these kids.”

– Social science teacher

“As a lifelong educator, I really don't know if I will continue teaching next year ... I love it too much, but I dread ... I mean stress, anxiety ... I am done with this schedule and this intensity, it's not worth it anymore, and that's really sad to me because this was my passion and my career, but I don't think I want to do it anymore. And if it doesn't change next year ... I feel for all the rest of my colleagues that are here, because it's not good for the kids.”

– Language arts teacher

"I've talked to so many middle school teachers in the last two years who have said, I have never felt this overwhelmed, this stressed out, this powerless to do my job and do my job well. I think there's been a lot of teachers who have left. I think this year, we will continue to see a lot of teachers who leave ... It's provided work conditions for teachers that are untenable. Anecdotally, I know a lot of folks who are struggling with mental health issues because of this."

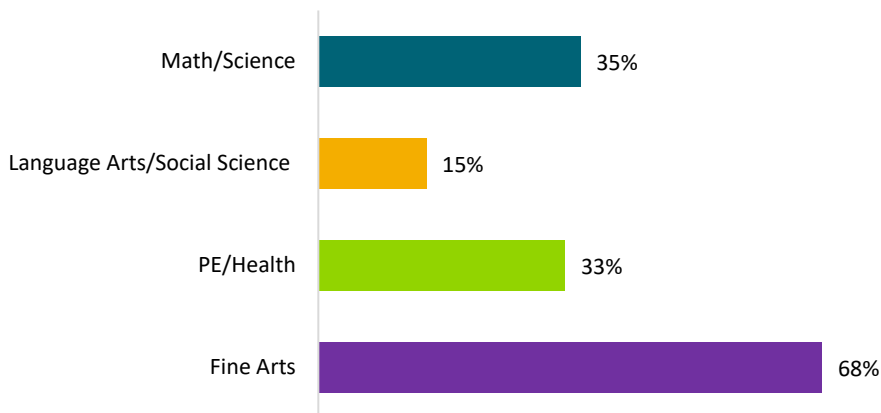
– World languages teacher

Based on evaluation findings from BSD educators, the current schedule may impede the ability of the district to implement the district's strategic plan goal of providing consistent, systematic teacher collaboration time to assess student data and improve practice.

Fine arts teachers reported fewer negative impacts of the schedule on their ability to collaborate with each other

More than two-thirds of BSD middle school fine arts teachers (68 percent) reported that they are able to collaborate with other educators. In contrast, 15 percent of language arts and social science teachers reported that they have time to collaborate (figure 13).

Figure 13. Percent of teachers who agree or strongly agree with that the schedule allows them to collaborate with other educators, by course content



Notes: Total number of responses vary by course content. See the details on numbers of responses in appendix table A13. Categories includes teachers who teach math or science or both, and teachers who teach language arts and social science or both, but exclude those who teach across content areas (e.g., math and language arts)

Source: Authors' analysis of Beaverton School District middle school educator survey data.

Fine arts teachers reported in the survey and in focus groups that the common middle school schedule has created some new opportunities for collaboration with other elective teachers in the school and across the district.

“I am now able to collaborate with my colleague across the district regularly. Because the schedule is the same amongst the middle schools, we can DM, email, or call each other because our plans line up! It makes life easier.”

– Fine arts teacher

Participant Schedule Preferences

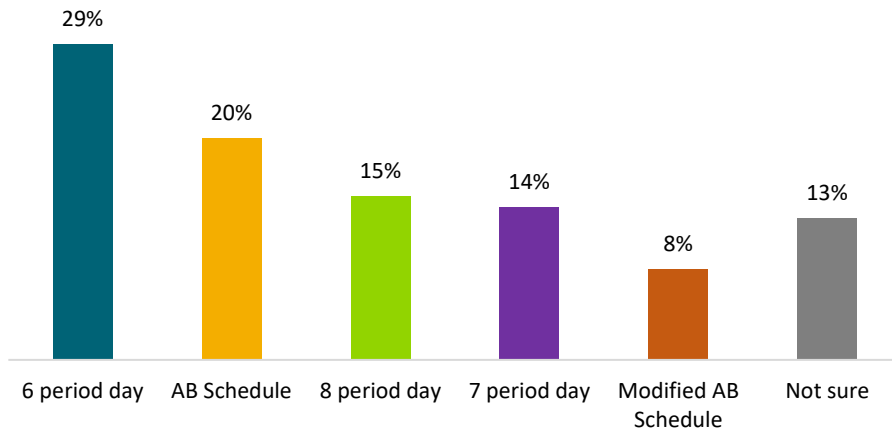
This section summarizes the schedule preferences of educators, students, and parent/guardians who participated in this study. These preferences represent a wide range of experiences, perspectives, and opinions of the schedule and, as such, sometimes conflict. Nonetheless, there were some areas of relative agreement about ideal class period length among educators.

There was no clear consensus among educators on a preferred middle school schedule

The lack of clear preference about the middle school schedule is clear in the educator survey responses as well as focus groups. Educators noted that there are pros and cons to every schedule and that no single schedule will satisfy everyone. In the educator survey, the most common schedule preference was for a 6-period day (figure 14), selected by 29 percent, followed by an AB schedule, selected by 20 percent.⁴ Schedule preference varied by school, with educators at some schools sharing a clear preference while at another school there were similar preferences for each of the five schedule options that appeared in the survey. Educators’ preferred schedule may be based on experiences with past schedules, schools’ student populations, the existence of special programs, educators’ role within the school, and a host of other factors.

⁴ The educator survey asked BSD middle school educators what schedule they would recommend for the future and provided space for educators to add more detail about their preference. Open-ended survey comments offered critical context for educator preferences and in some cases prompted evaluators to recode their preference to align with the description. For example, this included recodes for educators who selected “8-period day” but described a block schedule with a total of eight periods—four every other day.

Figure 14. Percentage of educators who prefer each type of schedule

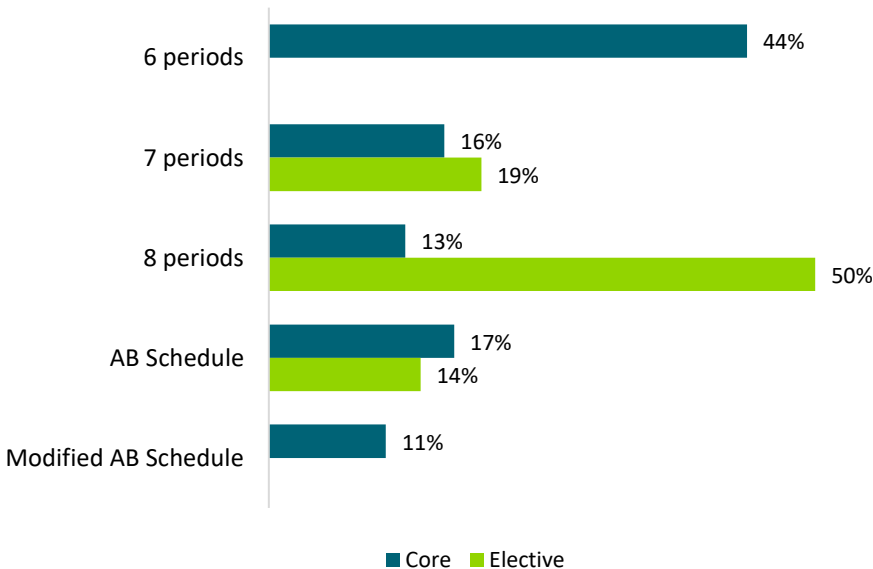


Source: Authors’ analysis of Beaverton School District middle school educator survey data.

Core and elective teachers prefer different types of schedules

Core and elective teachers reported vastly different experiences with the current schedule, and these experiences likely impact their schedule preferences. Teachers’ schedule preferences in the educator survey differed starkly according to the type of courses they teach. Core teachers were more than three times as likely to prefer a 6-period day (44 percent; figure 15) than an 8-period day (13 percent) Conversely, 50 percent of elective teachers prefer an 8-period day.

Figure 15: Percentage of teachers, by course type, who preferred each type of schedule



Notes: Some results are not presented here due to low number of responses.

Source: Authors’ analysis of Beaverton School District middle school educator survey data.

Though lacking consensus on a preferred schedule type, surveyed educators provided a variety of suggestions in the survey open-response spaces. Some involved maintaining aspects of the current schedule, while others included ideas for changing the current schedule. A few of these suggestions directly or indirectly conflict. In open-ended survey responses, ten to fifteen educators recommended each of the following:

- Eliminate advisory class or reduce time for advisory class
- Prioritize a schedule that allows for teacher teams
- Reduce the length of the math and science class block to provide more time for other subjects
- Continue to offer two electives at a time
- Offer only one elective at a time
- Continue to offer PE daily

Educators and students generally agreed that equal class period lengths would reduce some of the problems associated with the current schedule, and many educators suggested 55–60-minute class periods as ideal

As discussed previously in the Impact on *Impact on Student Learning* section, students shared a variety of opinions on the length of their class periods. A substantial number of students said they would like to have longer classes than they currently have (other than math and science). Some students recommended having classes with equal lengths to increase consistency and reduce confusion. However, other students expressed contentment with the current length of classes and said they are worried that they would be bored in longer classes.

“I think it is nice to have longer classes because you're able to get more work done without having to finish it early instead of do it on another day and maybe able to do longer assignments.”

– Middle school student

“I feel like each single class should be the same, the same length of time, so that we know how long the courses are.”

– Middle school student

“I like my schedule. It's not too long to where I get bored, but long enough to get my work done.”

– Middle school student

Asked specifically about an AB block schedule, students at every school were willing to consider it. While some students expressed worry about long classes leading to boredom, other students indicated they see benefits in the AB schedule. Parent/guardians also had some concerns about an

AB schedule but noted that an AB schedule in middle school may help to prepare students for the AB schedule in BSD high schools.

“An AB schedule would be really nice. I could keep stuff in my backpack or at home. We would have more class time to learn. I forget things after all of my classes. I’m not worried about only having classes every other day because we would have more time to learn each day.”

– Middle school student

“High school has a block schedule. I’d love for him to have exposure to that and be aware of how that goes. And if it is a longer class period, I want him to have practice sitting and paying attention, and if he can’t do that, I don’t want to throw him in the high school and be, ‘Oh, figure it out.’ Right?”

– Parent/guardian of a middle school student

Most educators in focus groups described ideal class period length as 55–60 minutes. Educator suggestions ranged from a minimum of 45 minutes, to accommodate equal class period lengths across subjects, to a maximum of 90 minutes on a block schedule, accompanied by modifications to instruction. Most math and science teachers indicated they perceive their current class period lengths of 58 to 63 minutes to be sufficient. However, many said they are still concerned about inequitable class period lengths across subjects and the number of transitions for students.

“Right now we have 60 or 65, which is a teeny bit long ... It’s just like 55. It was kind of a sweet spot. But 48, I think I would advocate for that if we were to all have that. It would bring consistency, changing at the same time, all teachers out in the hallway because half of them aren’t teaching.”

– Math teacher

“This is not the right schedule. This is not fair to any of our kids or our staff members. But having 60 minutes for math is phenomenal and that is a good amount of time and that works really well.”

– Math teacher

Value of a Common Middle School Schedule

One key reason for implementing a new middle school schedule in 2021–22 was to create a common middle school experience across all nine comprehensive BSD middle schools. This common schedule replaced schedules that differed across schools. Another reason for implementing the common middle school schedule was to ensure that students transferring between two district middle schools would have access to the same course offerings with the same class period lengths.

Many educators reported that the common middle school schedule is inequitable across schools

Although there was some variation among educators, most BSD educators did not perceive a common schedule as important, and many perceived the common schedule as inherently inequitable. This sentiment emerged during educator focus groups at each of the nine middle schools. Educators described different student populations, numbers of students, resources, and special programs that make each middle school unique. A schedule and electives that works well at one school may not meet the needs of another school. Some educators noted that the option schools in the district do not have to abide by the current schedule because they too have fundamental differences.

“Things are different at different middle schools without the schedule. And we have option schools that have completely different schedules. So, it feels weird [that] the core, what five, six middle schools have to all be on the same schedule. Yet some at a highly proficient middle school can have intervention, but other schools have to fit the schedule even though it doesn't work for them. It goes against what equity is. We're going back to equality, not equity.”

– English language development teacher

“They keep talking about equity. And to me, equity doesn't mean everybody has the same thing. Isn't the definition of equity is it's not equal? It's each school has what they need for the population that they're serving. So if we're serving a demographic that needs X, Y, Z, then we should be providing those things for them. Not that we're the same across the district. So, I feel like you have to look at the demographic of your building and say, “Okay, this is what these students need.” And provide those supports for those students. And it might be different building to building.”

– Math teacher

With regard to electives, educators shared that they would like to see options that align with student interests and needs. Educators at one school reported that a particular current elective option is consistently ranked low in student forecasting, suggesting that it is less popular and may not be a great option for that school. Educators at other schools indicated they would like to bring back popular elective classes that are no longer offered under the current schedule. Across schools, there was interest in additional elective options such as languages other than Spanish and home economics/cooking.

“That's the whole reason we did this. We all have to be the same. We used to have the most incredible Home Ec. program here, but we were the only one who had Home Ec. anymore. And so we had to get rid of that because nobody else had Home Ec.”

– Science teacher

“If there's a big group of kids that are really interested in science here, having a science-type elective or another tech elective or something would be great. Whereas in another school, the interest might be dance or something. So yeah, I agree with having the same number of choices per subject basically, but maybe not exactly the same class.”

– Fine arts teacher

Educators did perceive value in courses that would allow students to transfer between schools without major disruption to learning. That is, they advocated for a set of common courses with the same curriculum taught in the same order.

“At least the comprehensive schools need to have very similar schedules. Because we do have a transient population that bounces between the schools that are close to each other ... I think we'd have to really look at the numbers of how many students move schools in the school year, in our district ... I think there's quite a few. But I guess that would be just looking at the numbers. If it's more than 20%, then the need for a common schedule for the comprehensive [middle schools] makes a lot more sense. If there isn't a huge transient group, then that's not a big issue.”

– Language arts teacher

According to district data, 213 BSD middle school students (2.8 percent of BSD middle school students) transferred between comprehensive middle schools in 2021–22.

Suggestions for Improving the Schedule

Based on the extensive input from educators, students, and families collected via the educator survey and a total of 20 focus groups, this study has identified eight key priorities for adjusting the middle school schedule. Some of the suggestions are based on data collected during this evaluation and a body of educational research. Suggestions without a body of research rely more heavily on data collected in BSD and common middle school scheduling practices. These suggestions may help the district to achieve its 2022–23 strategic plan goal of optimizing school schedules and systems to support student success.

Suggestions 1–4 are supported by strong research as well as data collected in BSD:

- 1. Develop a scheduling framework that prioritizes common planning time for teaming and sharing common groups of students across content areas.** Many BSD educators reported that they believe they could effectively address many of the current schedule’s challenges if they had the opportunity to collaborate with their colleagues and to discuss how to support the needs of individual students. Research documents a plethora of positive student and teacher outcomes associated with regular teacher teaming. Additionally, this suggestion aligns with the district’s strategic plan goal of providing consistent, systematic teacher collaboration time to assess student data and improve practices.

- 2. Minimize the number of transitions between classes.** Educators and students agreed that the current number of classes per day can be stressful for students. Cognitive literature suggests that interruptions to learning are associated with negative impacts for both teachers and students—particularly neurodivergent students. Research also suggests that fewer daily classes may reduce overall student workload and stress. A schedule with fewer classes per day and/or classes of equal length would reduce the number of daily transitions and may help to reduce student stress/dysregulation, disruptive hallway behavior, and the amount of homework.
- 3. Integrate advisory course content into other courses and eliminate advisory class period.** Both educators and students shared a belief that advisory class time could be used more effectively if its content were integrated into other courses. Research suggests that integrating social and emotional learning content into other courses may be more effective than teaching this content in an advisory class. Eliminating advisory class would also create more day-to-day schedule consistency and provide more time for other courses.
- 4. Ensure that all students have at least 20 minutes of seat time to eat lunch.** Students and parent/guardians suggest that the time currently available for lunch does not allow all students time to visit their locker, use the restroom, obtain and eat their meal at a reasonable pace, decompress, and socialize with peers. BSD currently provides 35 minutes for a combined lunch and recess period (including five minutes for transitions). Research suggests that students who have less time to eat consume less of their meal and are less likely to choose to eat fruits. The literature recommends at least 30 minutes for a lunch period (not including time for recess) to ensure all students have at least 20 minutes of seat time to finish their meal.

The next suggestion is based on data collected from BSD middle schools as well as limited research on class period length:

- 5. Consider the ideal length of class necessary for effective instruction and learning.** In focus groups, educators consistently suggested a class period length of 55 to 60 minutes. Most were willing to accept shorter class periods if all class period lengths were equal and there were fewer transitions. The research on class period length is largely inconclusive and does not recommend a particular length but indicates there may be an association between longer classes, favorable teaching conditions, and connections at school. Implementing class periods of at least 55 minutes that meet all state requirements and do not extend the school day may be challenging, but should be considered as a goal.

The report's final suggestions (6–8) are based solely on data collected from BSD educators, students, and families during this evaluation. While there is no body of research to support these suggestions, they represent consistent themes emerging from educator surveys, educator focus groups, student focus groups, and/or family focus groups.

- 6. Consider implementing equal class period lengths.** Educator survey and focus group results suggest that longer class periods for math and science have contributed to perceptions that

those subjects are considered more important than others. Equal class period lengths might improve these perceptions and provide more learning time for most course subjects. In addition, equal class periods with common passing times may reduce distractions for students currently in class as others move between classes. Common passing times for all students might also reduce disruptive hallway behavior as more teachers can be in the hallways to monitor transitions.

- 7. Continue to offer two electives.** Most educators, families, and students who participated in the study said they appreciate having two electives. Continuing to offer two electives allows students to explore new content and to choose what they are most interested in learning, which might improve engagement with school. Scheduling time for two electives would be particularly important for English language learner and special education students, who might not otherwise be able to take any electives. Continuing to offer two electives in combination with other suggestions listed here might require some creative scheduling such as offering elective classes every other day or moving to an AB block schedule with four classes every other day.
- 8. Consider whether a common middle school schedule is equitable.** BSD middle school educators indicated they do not believe there is a single schedule that can meet the needs of all schools, educators, students, and their families. Educators expressed concern about the lack of flexibility in the common middle school schedule to offer elective options and supports that align with student interests and needs. We suggest that the district assess whether providing some parameters and working with each school to develop a schedule within that structure would better address each school's unique needs and promote equity.

"It also goes back to that idea of, 'where are our priorities?' It's awesome that kids get to have two electives each day. And it's great that they get have PE. But at the expense of not knowing how to read ... I mean, we've got to kind of look at where our priorities are because you can't have everything. And this schedule is prioritizing something over other things that are root problems and that's causing it to feel like chaos."

– Language arts teacher

Appendix A: Survey Results by Question

The following tables present the results of each educator survey question overall, by course type (core, elective), and by course content (math/science, language arts/social science, PE/health, fine arts, special education, other teachers, and math and science teachers individually). When the number of respondents giving a particular answer is less than five, these numbers are not reported to preserve anonymity of respondents.⁵

Impact on Instruction

Table A1. The current middle school schedule provides adequate time for me to plan instruction

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers only) | 112 | 121 | 233 |
| Core teachers | 71 | 66 | 137 |
| Elective teachers | 25 | 15 | 40 |
| Math/science teachers | 43 | 23 | 66 |
| Language arts/social science teachers | 17 | 33 | 50 |
| PE/health teachers | 11 | 10 | 21 |
| Fine arts teachers | 16 | 9 | 25 |
| Special education teachers | 6 | 12 | 18 |
| Other teachers | 19 | 34 | 53 |
| Math teachers only | 25 | 12 | 37 |
| Science teachers only | 17 | 10 | 27 |

⁵ To avoid double-counting educators who teach more than one content area, the results exclude these individuals on a case-by-case basis. Thus, an educator who teaches both math and science is counted once as a math/science teacher but excluded from the numbers of math teachers.

Table A2. The current middle school schedule provides adequate time for me to provide effective instruction

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers only) | 93 | 138 | 231 |
| Core teachers | 57 | 79 | 136 |
| Elective teachers | 25 | 14 | 39 |
| Math/science teachers | 44 | 22 | 66 |
| Language arts/social science teachers | 4 | 45 | 49 |
| PE/health teachers | 9 | 12 | 21 |
| Fine arts teachers | 18 | 7 | 25 |
| Special education teachers | - | - | 18 |
| Other teachers | 16 | 36 | 52 |
| Math teachers only | 23 | 14 | 37 |
| Science teachers only | 20 | 7 | 27 |

Table A3. The current middle school schedule provides adequate time for me to teach required standards

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers only) | 91 | 141 | 232 |
| Core teachers | 49 | 87 | 136 |
| Elective teachers | 28 | 12 | 40 |
| Math/science teachers | 35 | 31 | 66 |
| Language arts/social science teachers | 4 | 45 | 49 |
| PE/health teachers | 10 | 11 | 21 |
| Fine arts teachers | 19 | 6 | 25 |
| Special education teachers | - | - | 18 |
| Other teachers | 22 | 31 | 53 |
| Math teachers only | 16 | 21 | 37 |
| Science teachers only | 18 | 9 | 27 |

Table A4. The current middle school schedule provides adequate time for me to build connections with students

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers & other educators) | 115 | 191 | 306 |
| Core teachers | 55 | 81 | 136 |
| Elective teachers | 26 | 12 | 38 |
| Math/science teachers | 36 | 30 | 66 |
| Language arts/social science teachers | 9 | 40 | 49 |
| PE/health teachers | 10 | 11 | 21 |
| Fine arts teachers | 18 | 6 | 24 |
| Special education teachers | 6 | 12 | 18 |
| Other teachers | 20 | 31 | 51 |
| Math teachers only | 19 | 18 | 37 |
| Science teachers only | 16 | 11 | 27 |

Impact on Student Supports

Table A5. The current middle school schedule provides adequate time to support students’ social and emotional health

| | # who agree or strongly agree | # who disagree or strongly disagree | # who are not sure | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|--------------------|-------------------|
| Overall (teachers & other educators) | 67 | 238 | 26 | 331 |
| Core teachers | 26 | 97 | 12 | 135 |
| Elective teachers | 22 | 18 | 6 | 46 |
| Math/science teachers | 13 | 42 | 9 | 64 |
| Language arts/social science teachers | 6 | - | - | 50 |
| PE/health teachers | 7 | - | - | 21 |
| Fine arts teachers | 14 | 9 | 5 | 28 |
| Special education teachers | - | - | - | 19 |
| Other teachers | 16 | - | - | 58 |
| Math teachers only | - | 27 | - | 36 |
| Science teachers only | 8 | - | - | 26 |

Table A6. The current middle school schedule provides adequate time to provide interventions for students who need additional support

| | # who agree or strongly agree | # who disagree or strongly disagree | # who are not sure | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|--------------------|-------------------|
| Overall (teachers & other educators) | 50 | 272 | 7 | 329 |
| Core teachers | 18 | - | - | 136 |
| Elective teachers | 21 | - | - | 45 |
| Math/science teachers | 11 | - | - | 64 |
| Language arts/social science teachers | - | 46 | - | 51 |
| PE/health teachers | - | - | - | 21 |
| Fine arts teachers | 15 | 10 | - | 27 |
| Special education teachers | - | - | - | 18 |
| Other teachers | 11 | - | - | 57 |
| Math teachers only | - | - | - | 36 |
| Science teachers only | 6 | - | - | 26 |

Impact on Student Learning

Table A7. The current middle school schedule provides adequate time for students to learn required content and skills

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers & other educators) | 76 | 168 | 244 |
| Core teachers | 37 | 100 | 137 |
| Elective teachers | 31 | 16 | 47 |
| Math/science teachers | 25 | 40 | 65 |
| Language arts/social science teachers | 5 | 46 | 51 |
| PE/health teachers | 7 | 14 | 21 |
| Fine arts teachers | 21 | 8 | 29 |
| Special education teachers | - | - | 19 |
| Other teachers | 17 | 42 | 59 |
| Math teachers only | 10 | 26 | 36 |
| Science teachers only | 14 | 13 | 27 |

Table A8. The current middle school schedule provides adequate time for students to engage deeply with course content

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers & other educators) | 67 | 177 | 244 |
| Core teachers | 29 | 108 | 137 |
| Elective teachers | 29 | 18 | 47 |
| Math/science teachers | 20 | 45 | 65 |
| Language arts/social science teachers | - | - | 51 |
| PE/health teachers | 6 | 15 | 21 |
| Fine arts teachers | 19 | 10 | 29 |
| Special education teachers | - | - | 19 |
| Other teachers | 18 | 41 | 59 |
| Math teachers only | 7 | 29 | 36 |
| Science teachers only | 12 | 15 | 27 |

Impact on Student Behavior and Well-Being

Table A9. The current middle school schedule has led to an increase in disruptive student behavior in the hallways

| | # who agree or strongly agree | # who disagree or strongly disagree | # who are not sure | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|--------------------|-------------------|
| Overall (teachers & other educators) | 182 | 50 | 25 | 257 |
| Core teachers | 74 | 20 | 9 | 103 |
| Elective teachers | 11 | - | - | 30 |
| Math/science teachers | 38 | 12 | 6 | 56 |
| Language arts/social science teachers | 26 | | | 34 |
| PE/health teachers | - | - | - | 13 |
| Fine arts teachers | 7 | - | - | 17 |
| Special education teachers | 12 | - | - | 17 |
| Other teachers | 27 | | | 41 |
| Math teachers only | 20 | - | - | 31 |
| Science teachers only | 17 | - | - | 23 |

Table A10. It is important for students to have two electives each school day

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers & other educators) | 156 | 113 | 269 |
| Core teachers | 60 | 53 | 113 |
| Elective teachers | 24 | 7 | 31 |
| Math/science teachers | 28 | 26 | 54 |
| Language arts/social science teachers | 19 | 23 | 42 |
| PE/health teachers | - | - | 17 |
| Fine arts teachers | - | - | 19 |
| Special education teachers | 8 | 9 | 17 |
| Other teachers | 27 | 18 | 45 |
| Math teachers only | 16 | 14 | 30 |
| Science teachers only | 10 | 12 | 22 |

Impact on Educators

Table A11. The district considered educator input prior to implementing the current schedule

| | # who agree or strongly agree | # who disagree or strongly disagree | # who are not sure | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|--------------------|-------------------|
| Overall (teachers & other educators) | 41 | 209 | 30 | 280 |
| Core teachers | 9 | 92 | 8 | 109 |
| Elective teachers | 20 | - | - | 33 |
| Math/science teachers | 5 | 46 | 7 | 58 |
| Language arts/social science teachers | | - | - | 37 |
| PE/health teachers | - | - | - | 14 |
| Fine arts teachers | 12 | - | - | 18 |
| Special education teachers | | 13 | - | 20 |
| Other teachers | 11 | 33 | 6 | 50 |
| Math teachers only | - | 28 | - | 33 |
| Science teachers only | - | 17 | - | 23 |

Table A12. The transition to the current BSD middle school schedule has gone smoothly

| | # who agree or strongly agree | # who disagree or strongly disagree | # who are not sure | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|--------------------|-------------------|
| Overall (teachers & other educators) | 39 | 229 | 12 | 280 |
| Core teachers | 10 | - | - | 109 |
| Elective teachers | 16 | - | - | 33 |
| Math/science teachers | 5 | - | - | 58 |
| Language arts/social science teachers | - | - | - | 37 |
| PE/health teachers | - | - | - | 14 |
| Fine arts teachers | 10 | 8 | 0 | 18 |
| Special education teachers | 0 | - | - | 20 |
| Other teachers | 11 | - | - | 50 |
| Math teachers only | - | - | - | 33 |
| Science teachers only | - | 17 | - | 23 |

Table A13. The current middle school schedule provides adequate time for me to collaborate with other educators

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers & other educators) | 87 | 227 | 314 |
| Core teachers | 37 | 97 | 134 |
| Elective teachers | 25 | 14 | 39 |
| Math/science teachers | 23 | 42 | 65 |
| Language arts/social science teachers | 7 | 41 | 48 |
| PE/health teachers | 7 | 14 | 21 |
| Fine arts teachers | 17 | 8 | 25 |
| Special education teachers | - | - | 18 |
| Other teachers | 18 | 34 | 52 |
| Math teachers only | 13 | 24 | 37 |
| Science teachers only | 8 | 18 | 26 |

Table A14. The current middle school schedule provides adequate time for me to participate in professional development

| | # who agree or strongly agree | # who disagree or strongly disagree | Total respondents |
|---------------------------------------|-------------------------------|-------------------------------------|-------------------|
| Overall (teachers & other educators) | 141 | 168 | 309 |
| Core teachers | 64 | 70 | 134 |
| Elective teachers | 24 | 15 | 39 |
| Math/science teachers | 38 | 25 | 63 |
| Language arts/social science teachers | 19 | 31 | 50 |
| PE/health teachers | 7 | 14 | 21 |
| Fine arts teachers | 17 | 8 | 25 |
| Special education teachers | 12 | 6 | 18 |
| Other teachers | 23 | 28 | 51 |
| Math teachers only | 18 | 17 | 35 |
| Science teachers only | 18 | 8 | 26 |

Appendix B: Supplemental Research

This section presents additional research on components of the schedule that evaluation participants identified as important. The literature review that appears earlier in the report focuses on outcomes associated with schedule changes: the impact of class period length, class size, and number of transitions. During evaluation data collection, study participants emphasized the importance of teaming and a longer lunch period, and advocated for integrating social and emotional learning content into academic courses instead of including it in a distinct advisory class. This appendix presents the literature available on these three priorities.

Impact of Teaming

The most consistently-discussed topic during educator focus groups and the survey was the current schedule's impact on teachers' ability to team. Teachers (particularly core teachers) were concerned that the schedule reduces their ability to team effectively and negatively impacts the quality of their work and the school climate in general.

Teaming has been a key part of middle school education since the early 1990s and is currently a staple of the middle school structure (Arhar, 1997; Boyer & Bishop, 2004). Research on teaming is fairly extensive and overall strongly suggests that teaming has many positive benefits for both students and teachers.

Research shows that students have higher academic achievement across core content areas (Arhar, 1997; Erb, 2000) and higher scores on math and reading standardized tests (Flowers et al., 1999; Flowers et al., 2000; Ronfeldt et al, 2015) at schools with significant teaming. The positive effects of teaming on student outcomes are particularly salient for low-income students (Erb, 2000). Teaming helps equalize achievement for students across all levels of economic privilege (Arhar, 1997). Schools with teams also report better social and emotional outcomes for students such as higher engagement at school (Arhar, 1997; Erb, 2000) and lower stress (Erb, 2000).

Teachers benefit considerably from being able to team. Research has shown that in comparison to schools that do not team, teachers at schools with regular collaboration report a better work climate and higher job satisfaction (Arhar, 1997; Flowers et al., 1999; Erb, 2000). Teachers at schools with teaming also report feeling more effective and empowered in their positions (Arhar, 1997; Erb, 2000). Teaming helps to increase communication between educators and parents, something that is often a struggle to achieve (Flowers et al., 1999). Some research has even demonstrated that when teachers can team, they can better tailor their teaching to the needs of individual students and allocate their time to support the students who have the greatest need (Erb, 2000).

Overall, research on teaming shows very positive effects for both students and teachers. This research also highlights that for teaming to be effective, it should be deliberately planned and implemented. Common planning time for teachers on the same team is essential. One of the biggest benefits of teaming is the opportunity for teachers to coordinate lessons and discuss student progress, challenges, and other key information in a way that allows them to improve student supports (Erb, 2000; Flowers et al., 1999). Common planning time is the best way to achieve this—

research shows that among schools in which teachers team, those with more common planning time had greater gains in student achievement than those with less common planning time (Flowers et al., 1999).

The effectiveness of teaming is influenced by the size of the teams. Schools with fewer students per educator team tend to have more positive outcomes. Most of the literature agrees that teams sharing 90–100 students (or fewer) have the largest positive impact. Some research finds that teams with more than 120 students yield diminished benefits (Erb, 2000), while other research suggests that teams can still have notable positive effects at 120 students or more (Flowers et al., 2000). It is clear that the number of students per team is a relevant factor to consider when implementing effective teaming.

Impact of Lunch Period Length

In focus groups, a substantial number of students and parent/guardians noted that the existing time for lunch/recess often does not provide sufficient time for students to eat. We reviewed the literature on lunch periods to better understand the most important criteria in promoting healthy lunch consumption. Research indicates that at the middle and high school level, students need 20–25 minutes of seat time⁶ to calmly eat until they are full and recommends 30 minutes, including transition time, to ensure all students have at least 20 minutes to eat a healthy lunch (Cohen et al., 2016).

Students and parent/guardians in the focus groups reported that students often have 15 minutes or less to eat after accounting for the time it takes to get to the cafeteria and, if applicable, to wait in the hot lunch line. This BSD finding aligns with many studies that demonstrate that students often have notably less time to actually eat their food than the length of the lunch period would suggest (Bergman et al., 2000; Buerger et al., 2002).

Research consistently finds that when lunch periods are too short for students to calmly eat their food, they simply eat less food and tend to sacrifice fruits and vegetables first (Gosliner, 2014; Cohen et al., 2016), which could be detrimental to their development during adolescence. Additionally, the increased nutrition and physical activity associated with longer lunch times has been connected to better academic performance (Cohen et al., 2016). Together this research suggests that the 35-minute combined lunch/recess periods (including 5 minutes for transitions) may not, in practice, provide enough time for students to finish a healthy lunch.

Impact of Social and Emotional Learning/Advisory Class

One of the focus group participants' more consistent suggestions about potential changes that could improve the schedule was to integrate advisory course content into other classes and remove the advisory period altogether.

⁶ Seat time refers to time spent sitting at a table and eating and does not include the time walking to and from cafeteria or waiting in line for food.

The effectiveness of social and emotional learning curricula is well-studied, and a comprehensive literature synthesis by Domitrovich et al. (2017) highlights how well-implemented social and emotional learning curricula are effective tools for improving both academic and social and emotional outcomes for students. There is also research demonstrating the effectiveness of social and emotional learning at the middle school level in particular (Green et al., 2021). The role that advisory periods play in the effective implementation of social and emotional learning curricula, however, is a distinct question that necessitates its own review of the literature.

Targeted research on the impact of advisory periods is relatively scarce. The research that does focus on advisory periods, however, suggests that while personalized and social and emotional learning-focused interactions with students yield positive academic and social and emotional benefits (McClure et al., 2010), distinct advisory periods do not improve academic or social and emotional outcomes for students (McClure et al., 2010; Stawick, 2011). Other research even suggests that social and emotional learning curricula that is integrated directly into course content as opposed to in a distinct class may be more effective at improving student outcomes (Moore McBride et al., 2016). Overall, these findings indicate that a distinct advisory class is not necessary for students to gain the benefits of social and emotional learning content.

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Middle School Schedule Review

Sept. 12, 2023

A look to the past

- Site-based decision making on school schedules
 - Class length
 - Core and elective offerings
- Study team equity focus to ensure that middle school students have choice in elective opportunities and benefit from a well-articulated and consistent transition to high school
- Common Middle School Experience Team formed to develop a schedule based on six scheduling objectives that guided their work
- Current schedule implemented in 2021-22.

Current Schedule

| Period | Course | Advisory Schedule (M, Tu) Length (minutes) | Regular Schedule (W,Th,F) Length (minutes) |
|--------|----------------|---|---|
| A | Advisory | 36 | |
| 1 | Elective #1 | 37 | 42 |
| 2 | Elective #2 | 37 | 42 |
| 3 | Language Arts | 37 | 42 |
| 4 | Social Studies | 37 | 42 |
| L | Lunch | 30 | 30 |
| 5 | PE / Health | 37 | 42 |
| 6 | Math | 54 | 61 |
| 7 | | | |
| 8 | Science | 54 | 61 |

4 minute passing periods between classes and 5 minute passing period after lunch.

Math and science teachers teach 4 cohorts of students.

All other teachers teach 6 cohorts of students.

During the first year of implementation several stakeholder groups raised concerns about the current schedule's impact on student learning:

- Disruptions to learning due to frequent transitions
- Inadequate class time to ensure students meet learning targets, including those who would benefit from individualized attention and interventions
- Difficulty in scheduling students in a team model for core classes
- Significant increase in the total number of students taught by Language Arts and Social Studies teachers

In response to concerns about the current schedule, in the fall of 2022, BSD contracted with Education Northwest to review the current schedule.

Evaluation of the Beaverton School District Common Middle School Schedule

Kathryn Rooney, Pablo López Trujillo, & Johnette Burdette

September 12, 2023

Evaluation and Presentation Team



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The Current Middle School Schedule

- 8 -9 class periods per day
- 36 min advisory class twice a week
- 37- 42-min classes for language arts, social science, PE/health, and electives
- 58- 63 min math and science classes, taught as a block
- 2 daily electives
- 30 min combined lunch/recess

| Period | Course | Advisory Schedule (M, Tu) Length (minutes) | Regular Schedule (W, Th, F) Length (minutes) |
|--------|----------------|--|--|
| A | Advisory | 36 | |
| 1 | Elective #1 | 37 | 42 |
| 2 | Elective #2 | 37 | 42 |
| 3 | Language Arts | 37 | 42 |
| 4 | Social Studies | 37 | 42 |
| L | Lunch/Recess | 30 | 30 |
| 5 | PE/Health | 37 | 42 |
| 6 | Math | 58 | 63 |
| 7 | | | |
| 8 | Science | 58 | 63 |

Key Terms



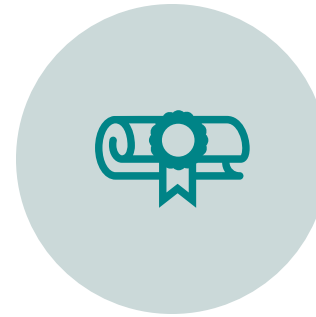
Educators: school staff members who may interact with students, including teachers, school administrators, student support staff, and office assistants/registrars



Core teachers: teachers who provide classroom instruction in math, science, language arts, social science, and or PE/health



Teachers: school staff members who provide instruction. All teachers are also educators. Not all educators are teachers.



Elective teachers: teachers who provide classroom instruction in AVID, applied arts/technology, fine arts, and/or world languages

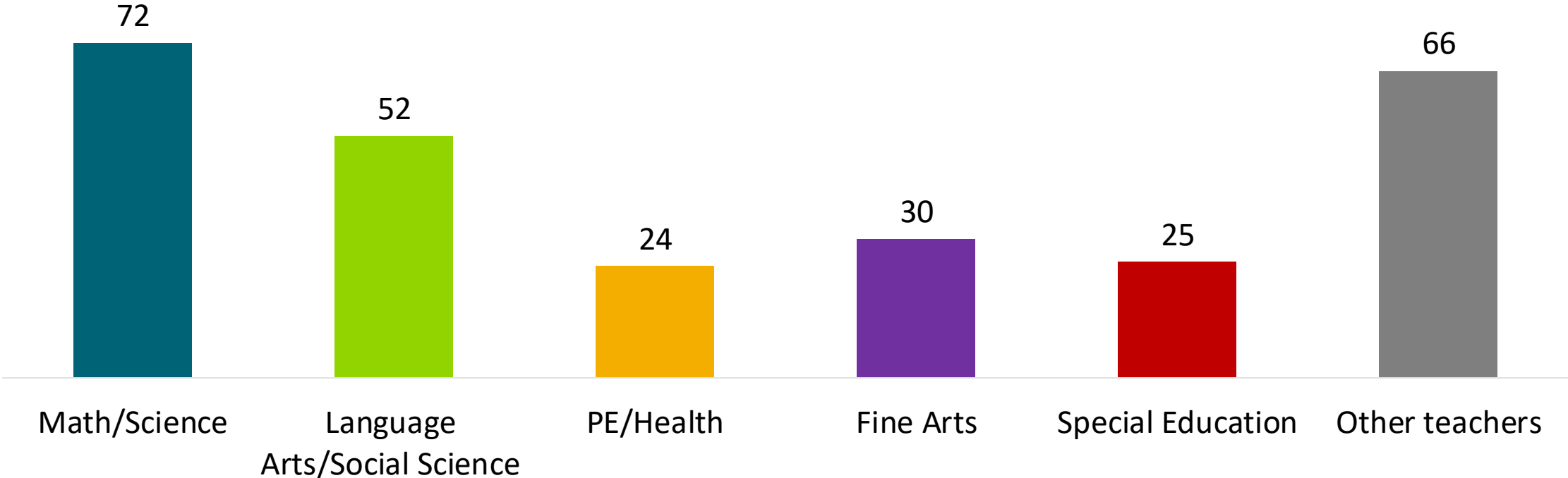
The Evaluation Study



- Review of the research
- Beaverton School District Data Collection
 - 1 Educator Survey
 - 9 Educator Focus Groups (7-10 educators at each school)
 - 9 Student Focus Groups (3-4 students at each school)
 - 2 Family Focus Groups (13 parent-guardians)

Educator Survey Respondents

377 out of 609 educators responded for a response rate of 62%



*Other teachers include teachers who teach multiple of these course subjects (e.g., special education AND math/ science), teachers who prefer not to report their subject, and teachers who teach another subject such as Spanish or applied arts.



Focus Group Participants

Educator Focus Groups

- Selected by EdNW
- Representative of district educators
- Excluded administrators/office staff

Student Focus Groups

- Selected at each school by principals
- May not be representative of all students

Family Focus Groups

- One English- and one Spanish-speaking group
- EdNW used a screener to select diverse groups
- May not be representative of all families

Literature Review

Findings from the Research



Research on Middle School Schedules

Literature Review

- Class Period Length
- Class Size
- Number of Daily Transitions

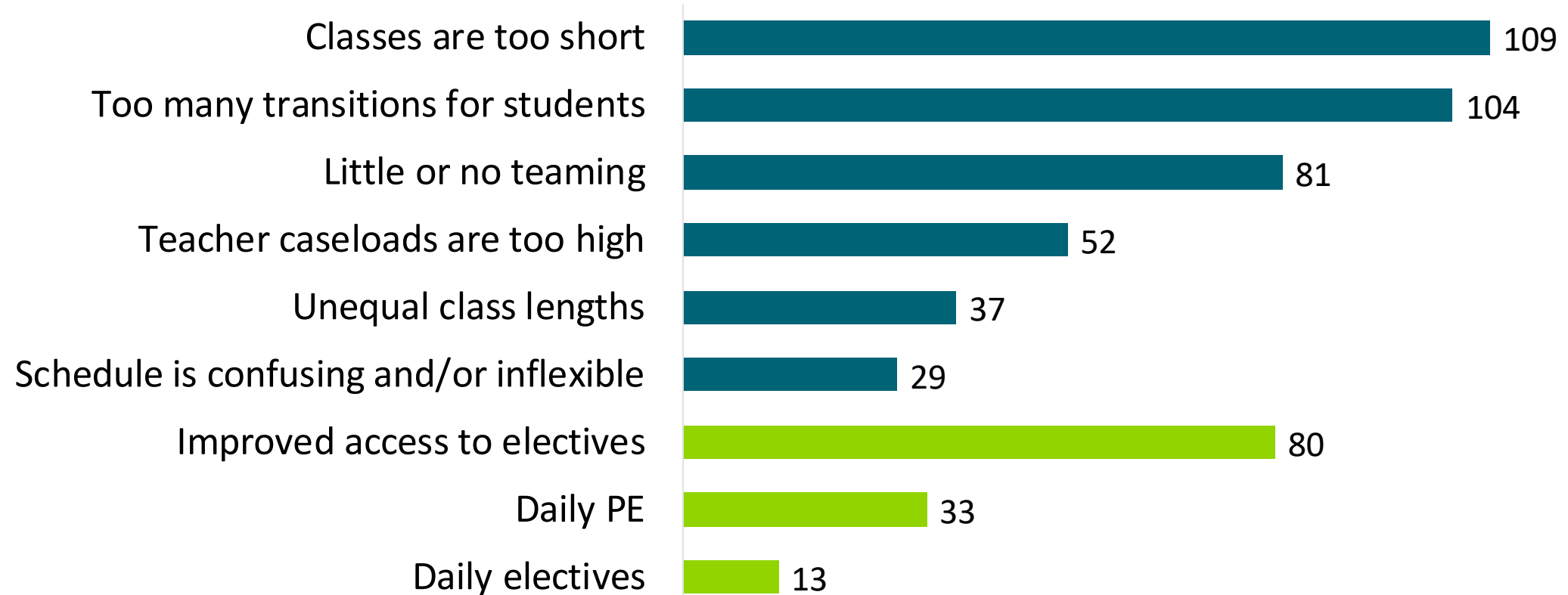


Findings

Successes and Challenges of the Current Schedule



Educators report far more challenges than successes of the current schedule

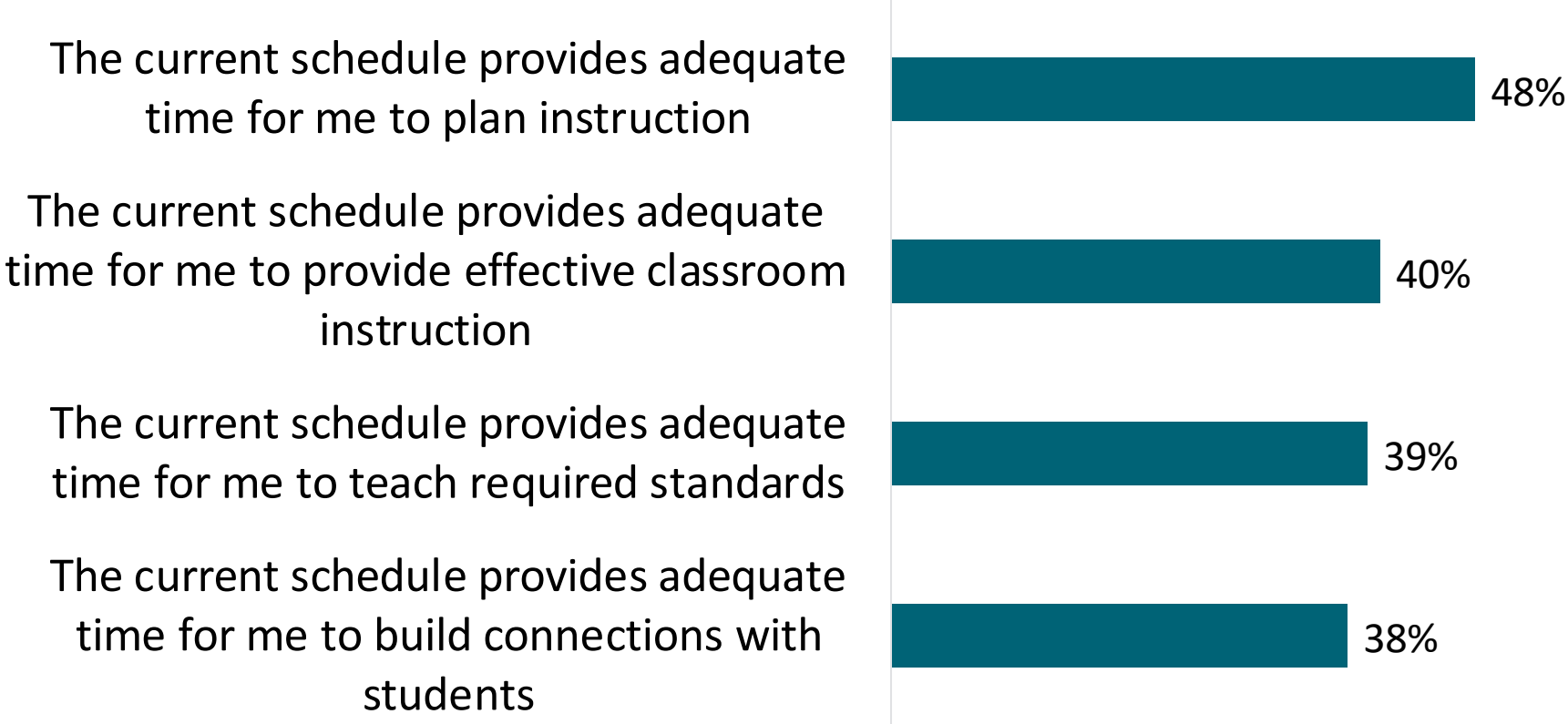


Findings

Impact on Instruction



Fewer than half of educators agree that the schedule provides adequate time for instruction



*Only teachers were asked to respond to the first three statements, while all educators were asked to respond to the final statement.

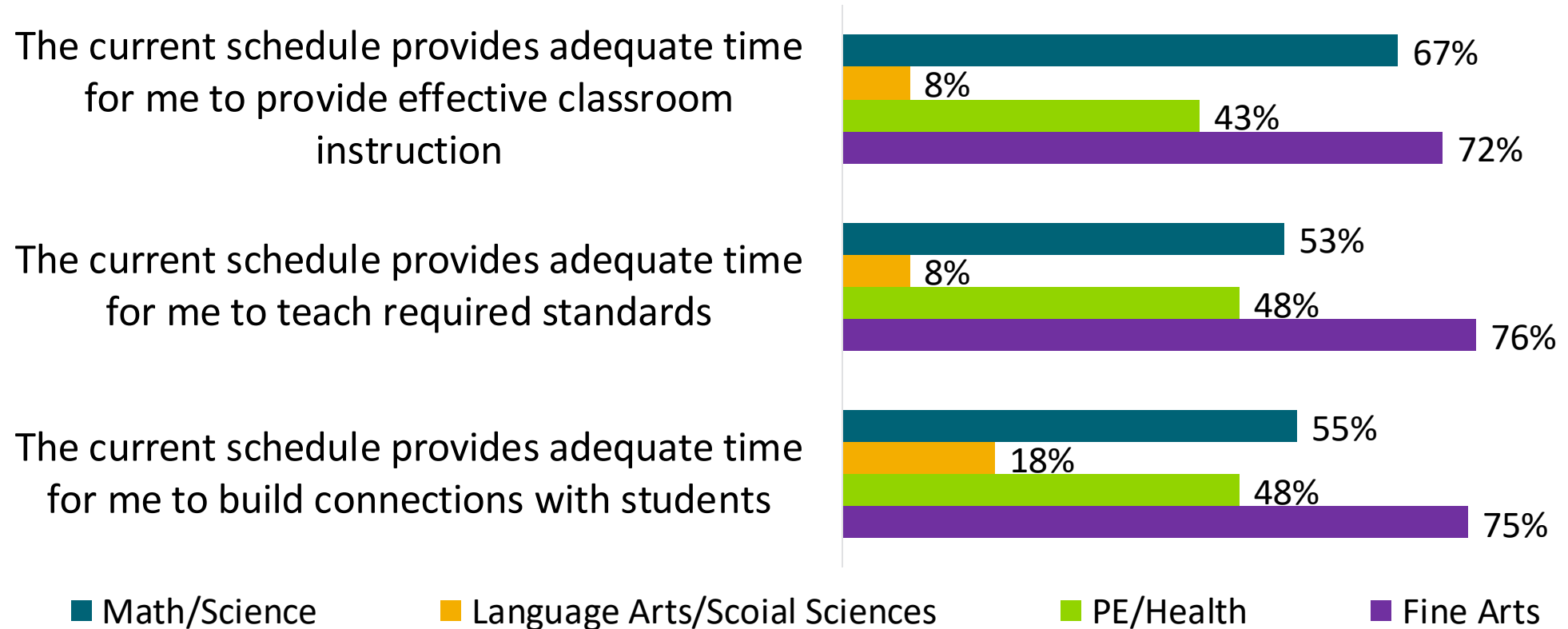
Short class periods and large numbers of students per teacher may hinder instruction and teacher-student connections

I have removed a lot of interactive projects and group work because I simply do not have enough time for them. This takes away a lot of the engagement in a class that is difficult for many students. I have ten very complex standards to meet and with the short schedules, I have no real idea how to get them all in... This year, we have just ended the first semester and there are large numbers of students who I think I have heard speak once or not at all.

-- Language Arts teacher

- 85 educators: Class periods are too short
- 52 educators: Class sizes and/or numbers of students per teacher are too high
- 70 educators: The schedule limits educator ability to build connections with students

Few language arts/social science teachers agree that the schedule provides adequate time for instruction



*Only teachers were asked to respond to the first two statements, while all educators were asked to respond to the final statement. However, this breakdown of results by course content includes teachers only.

Many fine arts teachers say that the current schedule is beneficial for their instruction

Benefits

- Classes that meet daily
- Fewer students per teacher

I see students every day and am able to reinforce concepts better. They are making more progress than the previous schedule. The daily repetition allows them to learn more effectively and I am covering more content. With the previous schedule, there were weeks when I would see students one day. Connections are equally benefitting from the daily instruction.

– Fine Arts teacher

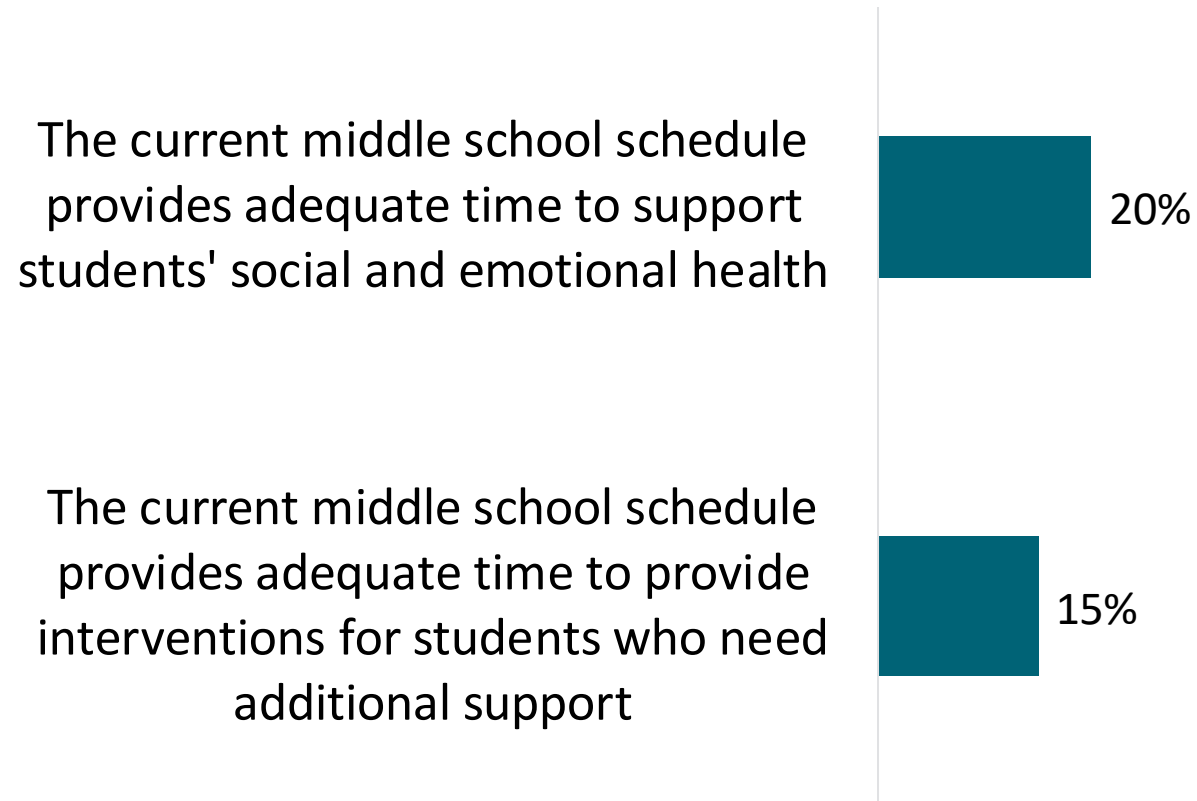
Findings

Impact on Student Supports



Photo credit: Beaverton School District

Few educators agree that the schedule provides sufficient time to support student needs



Educators report few options for supporting students' academic and social and emotional needs

I have not seen any intervention or remedial courses outside of the SPED department...Many students who need support but do not qualify for SPED fall through the cracks. That is a HUGE number of students we're not serving in the way they need. This is an urgent situation.

– English Language Development teacher

As a counselor I am unable to provide effective counseling due to the class times being so short. By the time I get anywhere with a student, they've missed an entire class period.

– Social worker/Counselor

Educators and students agree that advisory class content could be integrated into other courses instead of taught as a class

I'm not gonna lie. I don't really learn that much in advisory, and I feel like it's kind of pointless. We just use that time to talk with our friends. I feel like it should be more like a study hall.

– Middle school student

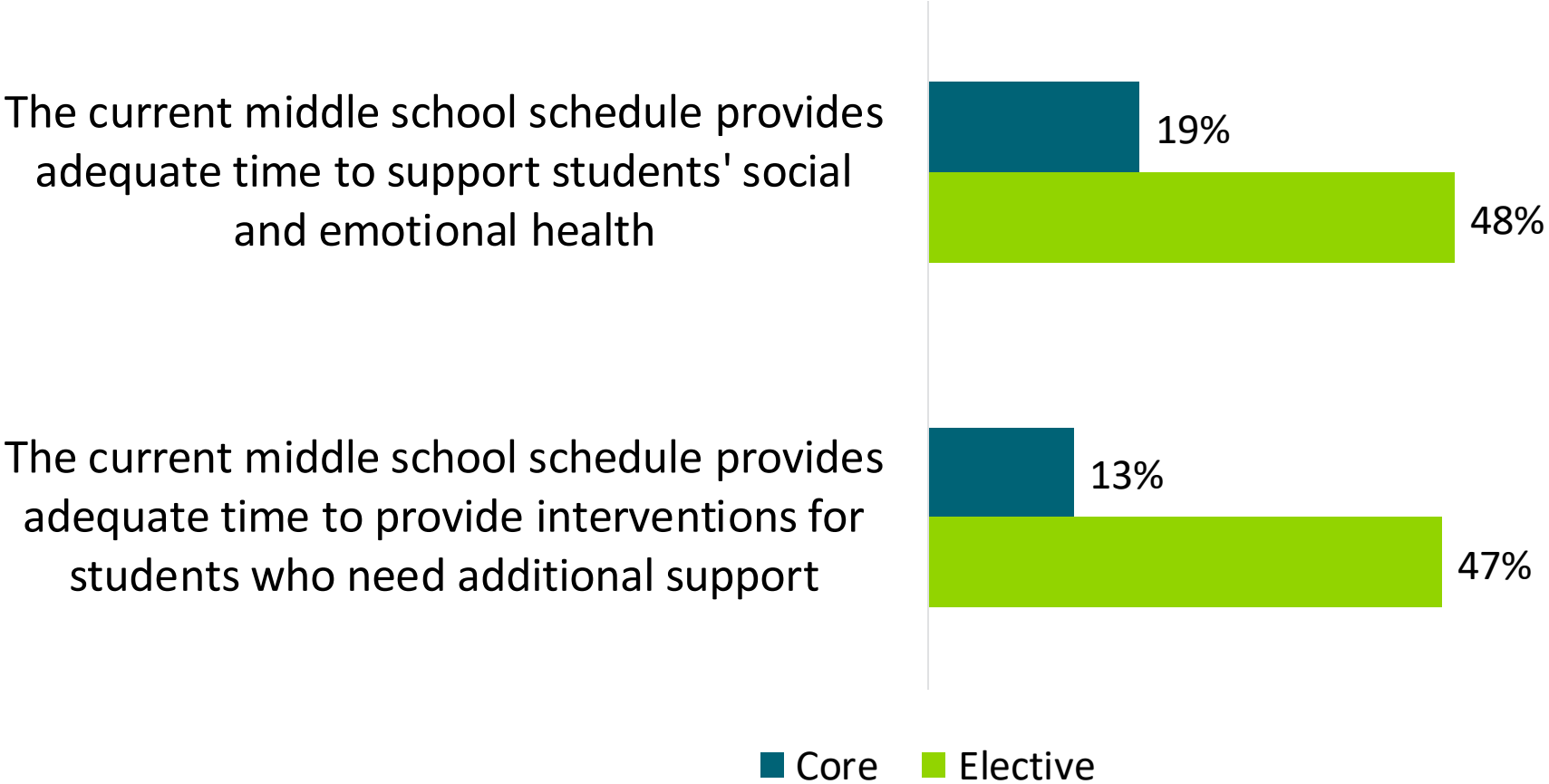
I think {advisory}'s useless. Most of the topics that are taught are important but could be taught in other subjects.

– Middle school student

When you have kids in your advisory that you teach later in the day, you're able to reinforce those ideas that they're learning in advisory, like the SEL lessons or the things like that. They come up in just regular conversation about whatever.

– Fine Arts teacher

More elective teachers agree that the schedule provides adequate time for student supports



Findings

Impact on Student Learning



Photo credit: Beaverton School District

Less than a third of educators agree that the schedule provides adequate time for student learning

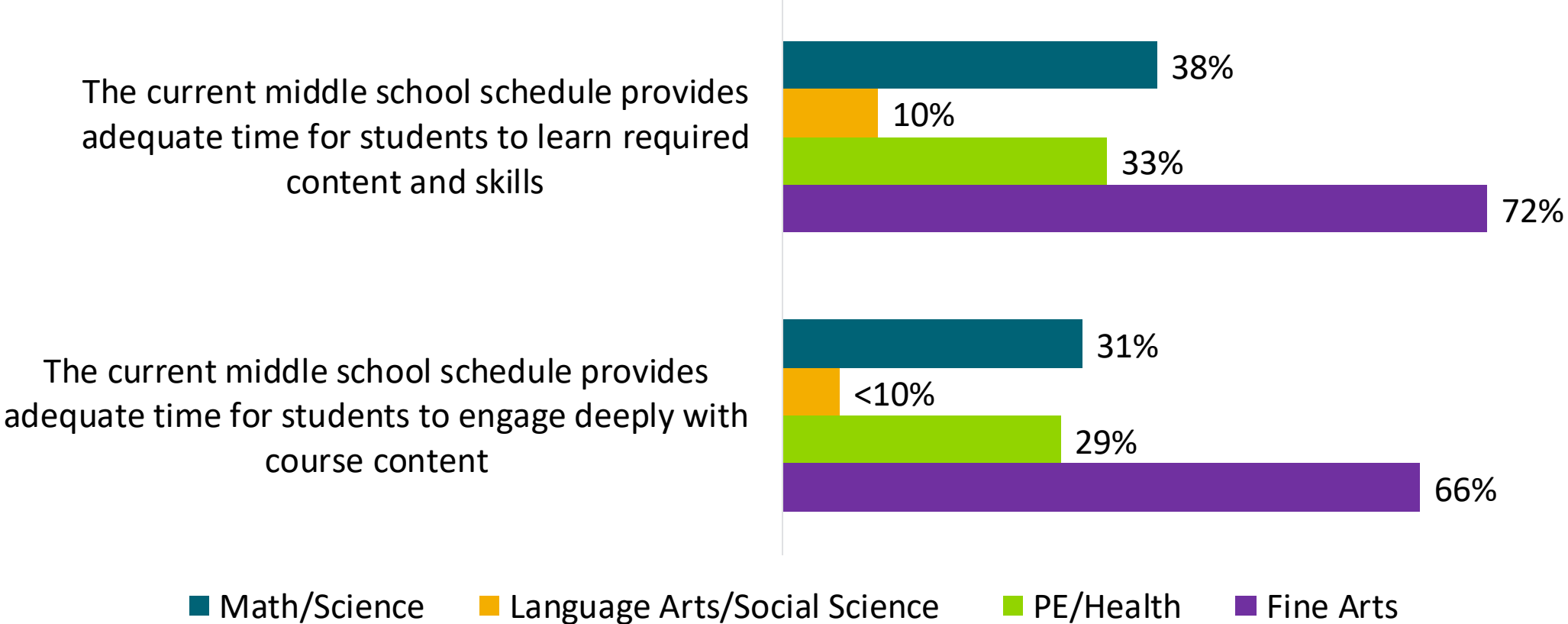
The current middle school schedule provides adequate time for students to learn required content and skills



The current middle school schedule provides adequate time for students to engage deeply with course content



Few language arts/social science teachers agree that the schedule provides adequate time for student learning



*One percent is obscured due to low number of responses who agree or strongly agree

Findings

Impact on Student Behavior and Well-being



Photo credit: Beaverton School District



Educators are concerned about the impact of the numerous daily transitions on student behavior and well-being

- 71% of educators report that the schedule has led to an increase in disruptive hallway behavior
- 103 educators discuss negative impacts the schedule may have on student social and emotional health
- 80 educators describe negative impacts that the schedule may have on student behavior

Now it feels like the kids are on a conveyer belt, being rushed from class to class all days. We're not connected, and that's showing up big time in student behavior. Anxiety levels are at an all-time high. I've never seen so many kids burst into tears in class, often when asked very simple, low-stakes questions. The disrespect for teachers, peers, and the school in general is outrageous. — Social Science teacher

Students would appreciate more time between classes, but educators have reservations

We have 4 min, and maybe another minute would be a lot better...We aren't allowed to go to the restroom the first 10 min or the last 10 min of class and a line builds. So sometimes you won't be able to go to the restroom that period at all.

– Middle school student

So, if we were going to move to a seven-period schedule where all of them are equal, we would have seven or six passing periods or whatever, but they would all match. So, all the teachers are out together. All the kids are out together.

– Math teacher

We have too many passing times. We have a lot of naughty behavior that happens. We had five minutes last year. There's a reason we came down to four minutes. I would never urge for more time.

– Social Worker/Counselor



Lunch and recess provide a welcome break for students, but some say the time to eat and socialize is inadequate

We should get a little more time for lunch and recess, because I feel like I have to go to my locker before lunch to go get my lunch box and waste a lot of time. It feels like I only have 5 min and I'm not really able to eat much.

– Middle school student

Kids have to wait in line, go to their locker, grab their lunch bags. Even if they don't, just getting through the halls down there, it's an absolute nightmare. By the time [my daughter] finds a place to sit, she is literally scarfing, inhaling her food. She tells me other kids don't have a chance to eat.

– Parent of a middle school student

Educators and students say that electives allow students to explore new content, decompress, and to socialize

And the other neat thing with a lot of the electives and PE, we are SEL. The kids learn how to take those emotions in the arts and find an avenue to put that and make it go somewhere.

– Fine Arts teacher

There is a ton of work in middle school. I love to succeed in school. Electives help you have fun and avoid burnout. They are a bit of a break from the stress of school.

– Middle school student

58% of educators say it is important for students to have two electives per day, including 53% of core teachers

Findings

Impact on Educators



Photo credit: Beaverton School District



Most educators agree that the schedule provides little time for structured collaboration (teaming)

- 28% of educators report that the schedule provides adequate time for teaming
- Administrators report it is difficult or impossible to schedule time to team
- Many educators believe the schedule has reduced time to monitor and discuss individual students

As an experienced and highly competent building schedule builder, I was still unable to guarantee common plan[ning time] for the inter-disciplinary teams that we were barely able to cobble together this year. – School administrator

Previously when we'd have kid chats by team, we'd be able to get through as many kids as we needed in however much time we had. And now it's four kids per grade level, maybe once a month. – Science teacher

Many educators attribute feelings of isolation, stress, and ineffectiveness to the schedule

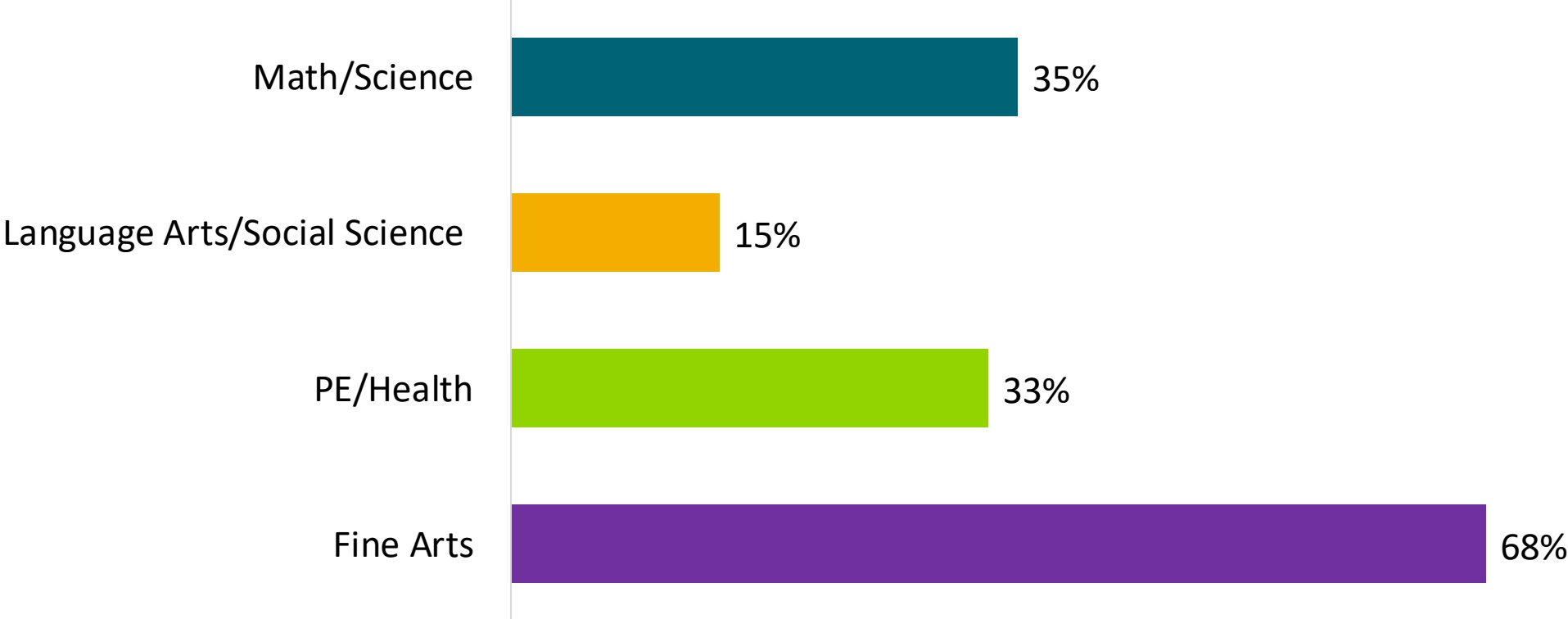
I've talked to so many middle school teachers in the last two years who have said, "I have never felt this overwhelmed, this stressed out, this powerless to do my job and do my job well." I think there's been a lot of teachers who have left. I think this year, we will continue to see a lot of teachers who leave...It's provided work conditions for teachers that are untenable. Anecdotally, I know a lot of folks who are struggling with mental health issues because of this.

– World Languages teacher

It's the number of students we have per day. The kids that I normally could help that I cannot help and I see them failing and I don't have anything in me to help them. I cried in front of my class this year because I was just feeling such frustration because they feel frustration, and they just can't do it. We're failing these kids.

– Social Science teacher

Most fine arts teachers agree that the schedule provides time to collaborate with other educators



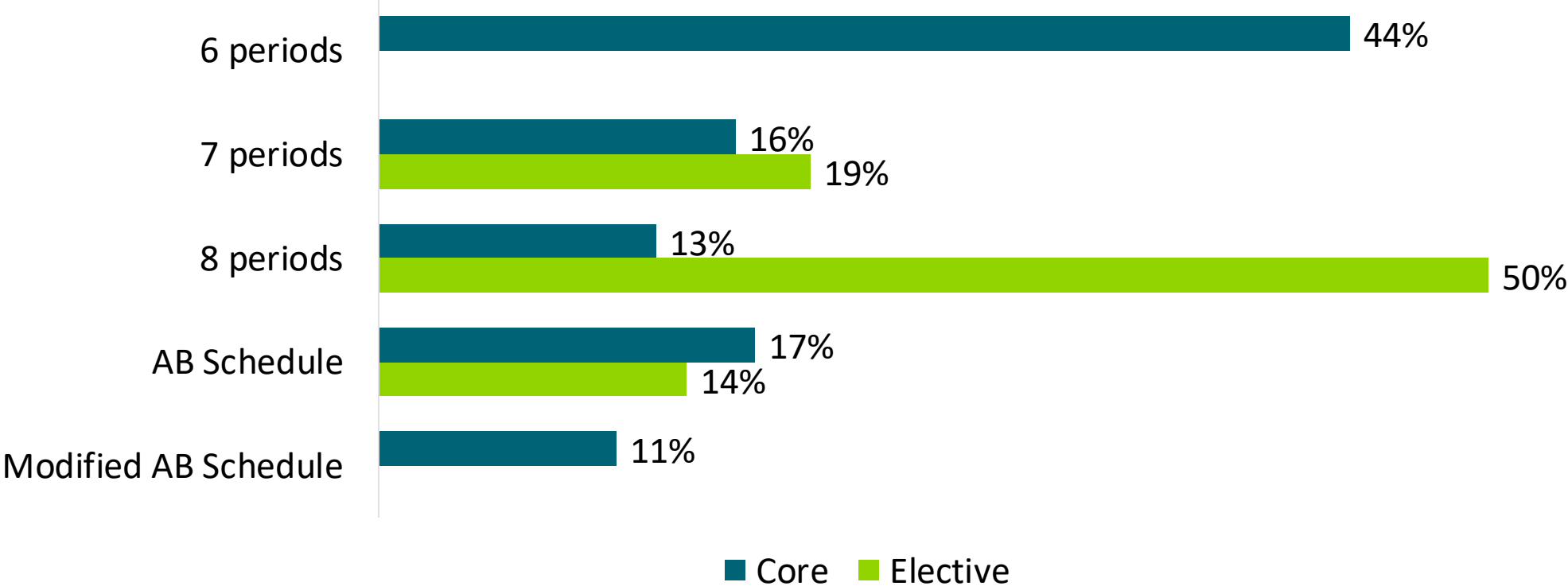
Findings

Participant Schedule Preferences



Image credit: Beaverton School District

Core and elective teachers have different schedule preferences



*Some results are not presented here due to low number of responses

There is little consensus about preferred schedule, although many educators perceive 55 to 60 minute class periods as ideal

An AB schedule would be really nice. I could keep stuff in my backpack or at home. We would have more class time to learn. I forget things after all of my classes. I'm not worried about only having classes every other day because we would have more time to learn each day.

– Middle school student

High school has a block schedule. I'd love for him to have exposure to that and be aware of how that goes. And if it is a longer class period, I want him to have practice sitting and paying attention, and if he can't do that, I don't want to throw him in the high school and be, "Oh, figure it out." Right?

– Parent of a middle school student

This is not the right schedule. This is not fair to any of our kids or our staff members. But having 60 minutes for math is phenomenal and that is a good amount of time and that works really well.

– Math teacher



Findings

Value of a Common Schedule



Photo credit: KOIN

Many educators believe the common middle school schedule is inequitable across schools

I think we'd have to really look at the numbers of how many students move schools in the school year, in our district...If it's more than 20%, than the need for a common schedule for the comprehensive [middle schools] makes a lot more sense. If there isn't a huge transient group, than that's not a big issue.

– Language Arts teacher

If there's a big group of kids that are really interested in science here, having a science-type elective or another tech elective or something would be great. Whereas in another school, the interest might be dance or something.

– Fine Arts teacher

They keep talking about equity. And to me, equity doesn't mean everybody has the same thing. Isn't the definition of equity is, it's not equal?...So, I feel like you have to look at the demographic of your building and say, "Okay, this is what these students need." And provide those supports for those students. And it might be different building to building.

– Math teacher



Supplemental Research



Supplemental Research on Schedule Components

- **Teaming (Collaboration)**
- **Lunch Period Length**
- **Advisory Class**



Photo credit: Beaverton School District

Study Suggestions

- Based on evaluation data collected in BSD and common middle school scheduling practices
- Aligned with strategic plan goals, particularly: *implementing strong multi-tiered systems of support*
- Suggestions 1-5 also rely on a body of educational research



Suggestions (1-2)

Develop a scheduling framework that prioritizes common planning time for teaming and sharing common groups of students across content areas

- Key suggestion in educator survey and focus groups
- Research documents many positive student outcomes associated with collaboration
- Aligned with strategic plan goal of consistent systematic teacher collaboration and review of student data

Minimize the number of transitions between classes

- The number of classes and transitions are stressful for students (according to educator and student focus groups)
- Research suggests frequent interruptions are disruptive to learning and that fewer classes may reduce student stress
- Reducing the number of classes and implementing equal length classes may help reduce stress & dysregulation

Suggestions (3-4)

Integrate advisory course content into other courses and eliminate advisory class period

- Key suggestion in educator and student focus groups
- Research suggests integrating SEL content into other courses may be more effective than teaching it in a separate class
- Eliminating advisory class would create a more consistent

schedule day to day and more time for other courses

Ensure that all students have at least 20 minutes of seated time to eat lunch

- Students and parents report that the lunch period does not provide adequate time for all necessary activities
- Research suggests longer lunch periods are associated with healthier food choices and students eating a complete lunch
- A 30-minute lunch-only period (with transition time) will help to ensure that all students have at least 20 minutes to finish their lunch

Suggestions (5-6)

Consider the ideal length of class necessary for effective instruction and learning

- Educators in focus groups generally agreed that 55-60 minutes is an ideal class period length
- The research is limited, but suggests there may be a positive association between longer classes, favorable teaching conditions and educator-student connections
- 55-60 min class periods should be considered as an ideal

Consider implementing equal class period lengths

- Educators, students, and parents have concerns about the unequal class period lengths creating disruptions, inconsistency, and contributing to the perception that math and science courses are more important than others
- Equal course lengths would reduce these perceptions, create more time for other courses, and allow all teachers to be in the hallways during common passing times

Suggestions (7-8)

**Continue to offer two electives
(not necessarily every day)**

- Educators, students, and parents all appreciate having two electives, which allow them choice in what they learn and may increase engagement
- Offering two electives allows all students to take at least one
- Continuing to offer two electives may require creative scheduling

**Consider whether a common
middle school schedule is
equitable**

- Educators do not perceive a common middle schedule as equitable across the 9 schools with distinct needs
- Educators advocated for the flexibility to design a schedule and offer elective options that align with their school's needs
- Working with each school to design a schedule and offer elective options that align with their unique population, resources, and special programs may improve equity

Conclusion

It also goes back to that idea of, “Where are our priorities?” It's awesome that kids get to have two electives each day. And it's great that they get to have PE. But at the expense of not knowing how to read...I mean, we've got to kind of look at where our priorities are because you can't have everything. And this schedule is prioritizing something over other things that are root problems and that's causing it to feel like chaos.

– Language Arts teacher



Questions?



Thank you!

Contact

Kathryn Rooney | kathryn.rooney@ednw.org



| educationnorthwest.org



ITEM FOR INFORMATION**2023 SUMMER PROGRAMS****SUMMARY**

Staff will provide an overview of the summer learning programs BSD operated in summer 2023.

BACKGROUND

Each summer, Beaverton School District provides learning opportunities through multiple summer programs for targeted groups of students. Sessions offer both academic and enrichment opportunities. .

In 2023, BSD summer programs served 6,581 students from incoming kindergarten through age 21.

These programs include:

- Extended School Year
- Multilingual Programs
- Native Lifeways Camp
- Kinder Academy
- K–12 Programs

RECOMMENDATION

Staff will present information on the summer programs BSD provided in 2023. No action is needed.

Belong. Believe. Achieve.

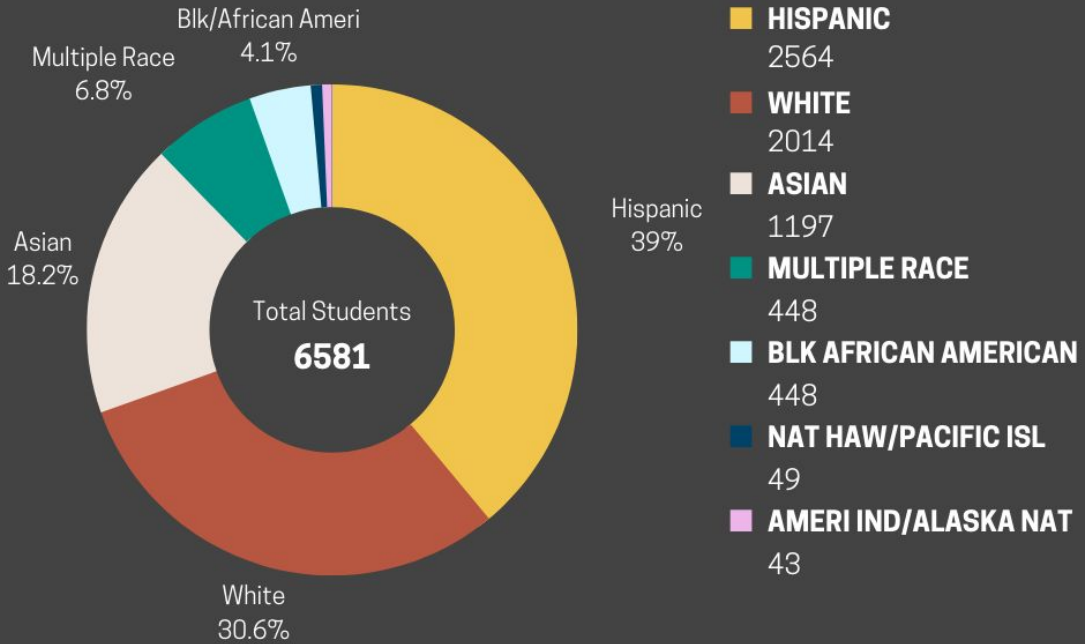
2023 Summer Programs

School Board Meeting
September 26, 2023

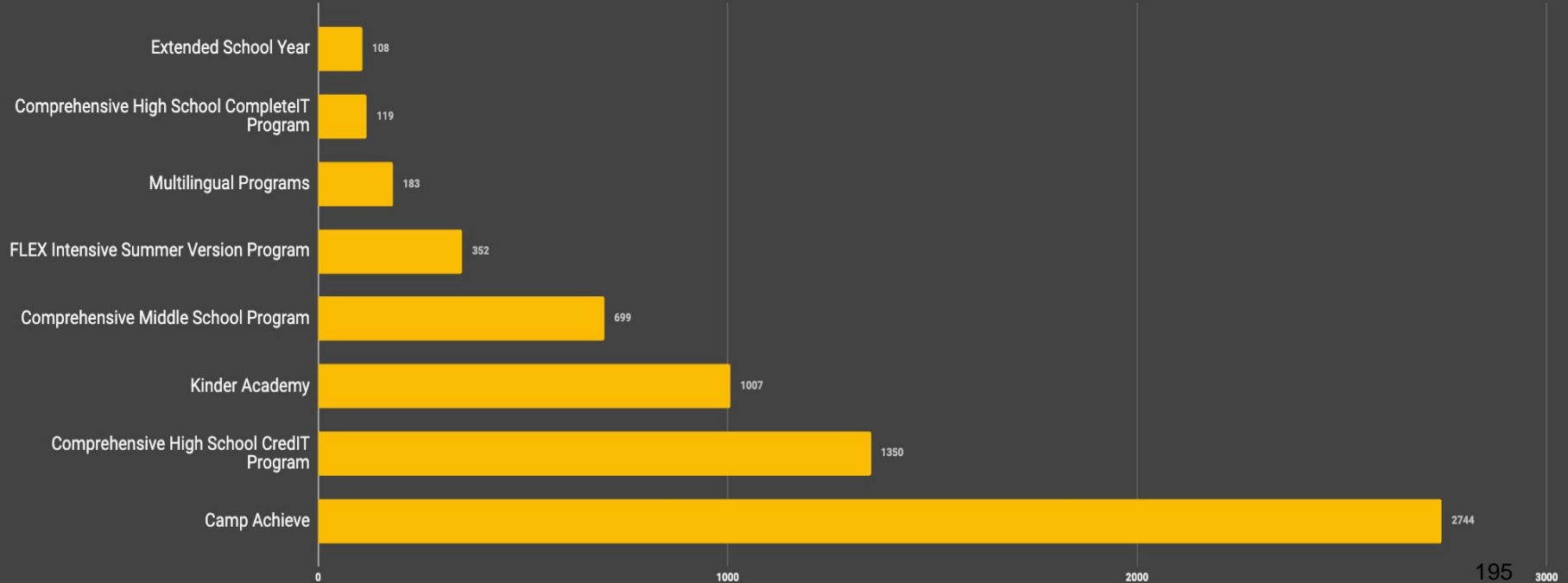
Vanessa Davalos

Assistant Principal, William Walker

Demographics of Students Served



Student Distribution by Program



Extended School Year

1. **Served** 114 students eligible for special education services
2. **Offered** 15 specialized classrooms
3. **Maintained** Individualized Education Program (IEP)-focused skills
4. **Provided** comprehensive support services

Extended School Year Feedback

Parental Praises

- Praised staff & environment
- Valued meal access
- Appreciated continuity & schedule
- Liked central location

Parental Recommendations

- Extend school days
- Offer full-day programs
- Improve teacher communication
- Provide quantitative data on student Individualized Education Program (IEP) goals

Programmatic Needs

- Require dedicated building
- Need custodial staff
- Seek controlled environment
- Request more space (students, supplies,¹⁹⁷ equipment)

Multilingual Programs

1. **Delivered** academic & enrichment programs
2. **Enriched** 26 students in Native Lifeways Camp
3. **Supported** 50 English learner newcomers
4. **Engaged** 24 dual language migrant pre-K
5. **Educated** 72 Migrant Education Program students

Multilingual Programs Feedback

Strengths

- Employed diverse staff
- Earned 93.5 high school credits - English learner newcomers
- Operated dual language in three schools
- Offered math/science credit recovery
- Organized high-interest field trips

Recommendations

- Continue to prioritize spots for English learners and migrant students

Kinder Academy & K-12 Programs

1. **Delivered** academic & enrichment
2. **Allocated** students equitably across elementary
3. **Shifted** to academic with integrated enrichment in middle school
4. **Supplied** meals
5. **Transported** K-12 students
6. **Presented** multiple high school options

Kinder Academy & K-12 Programs Feedback

Strengths

- Celebrated K-12 collaboration
- Acknowledged staffing & support
- Applauded teamwork & innovation
- Earned 1024 high school credits

Recommendations

- Begin early planning & recruitment
- Enhance recruitment strategies
- Review leadership roles & pay
- Improve system-wide communication

Video: [2023 BSD Summer Programs](#)

ITEM FOR INFORMATION
MONTHLY FINANCIAL UPDATE

SUMMARY

The financial update is provided monthly and includes the general fund activity and forecast; a summary of revenues, expenditures and encumbrances for all other funds; a report on classroom teacher staffing by school; and information on investment activity as required by policy.

BACKGROUND

Attached is the financial report as of August 31, 2023:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2023-24 classroom teacher staffing by school as of September 11, 2023
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

NOTES:

- **Economic Forecast from August 30, 2023**
 - Kicker estimated at \$5.6 billion
 - Economic outlook unchanged
 - Corporate Activities Tax projected up slightly
 - Deaths will outnumber births for decades
 - School age population expected to decline 10% in the next decade
 - Next forecast is November 15, 2023
- **General Fund Activity and Forecast**
 - Enrollment in line with estimates for 2022–23 and 2023–24
 - Fund balance increase projected (still subject to change)
 - Increase in State School Fund
 - Increase in other revenue
 - Lower than expected salary and benefit costs
 - Revenue forecast adjustments
 - Increased State School Fund (\$10.2 billion SSF vs \$10.1 billion budgeted)
 - Increase in investment earnings due to higher interest rates
 - Expenditure forecast adjustments
 - None at this time
- **Other Funds Summary**

Belong. Believe. Achieve.

- **Classroom Teacher Staffing by School**
 - Budgeted vs current enrollment
 - Budgeted classroom teachers vs actual on 9/11/2023 (changes still occurring)
 - Sources of funding including general fund, local option levy, Student Investment Account (SIA) and Elementary and Secondary School Emergency Relief (ESSER)
 - Average staffing ratio
 - Result of weighted students calculation by funding source
 - Secondary does not include prep time (staffing ratio actually higher)

- **Investments**
 - Short term interest rates still favorable

RECOMMENDATION

Staff will present the monthly financial update for the board to receive and discuss. No action is needed.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of August 31, 2023
(\$ in millions)

| | Adopted Budget | Final Budget | YTD Actuals | Current Encumb. | Actuals & Encumb. | Year-End Forecast |
|------------------------|-----------------|-----------------|-----------------|-----------------|-------------------|-------------------|
| REVENUES: | | | | | | |
| Beginning Fund Balance | \$ 124.0 | \$ 124.0 | \$ 138.6 | \$ - | \$ 138.6 | \$ 138.6 |
| State School Fund: | | | | | | |
| State School Fund | 305.5 | 305.5 | 78.0 | - | 78.0 | 309.9 |
| Property Taxes | 167.5 | 167.5 | - | - | - | 167.5 |
| Common School Fund | 5.4 | 5.4 | - | - | - | 5.4 |
| County School Fund | 1.0 | 1.0 | - | - | - | 1.0 |
| Local Option Levy | 40.5 | 40.5 | - | - | - | 40.5 |
| Investment Earnings | 4.0 | 4.0 | - | - | - | 7.0 |
| NWRESD Appointment | 11.1 | 11.1 | - | - | - | 11.1 |
| Other | 7.3 | 7.3 | 0.1 | - | 0.1 | 7.3 |
| Total | \$ 666.3 | \$ 666.3 | \$ 216.7 | \$ - | \$ 216.7 | \$ 688.3 |
| EXPENDITURES: | | | | | | |
| Salaries | \$ 304.5 | \$ 304.5 | \$ 25.6 | \$ - | \$ 25.6 | \$ 304.5 |
| Benefits | 181.2 | 181.2 | 14.7 | - | 14.7 | 181.2 |
| Purchased services | 37.5 | 37.5 | 4.3 | 8.7 | 13.0 | 37.5 |
| Supplies & materials | 16.7 | 16.7 | 2.7 | 3.5 | 6.2 | 16.7 |
| Capital outlay | 0.6 | 0.6 | 0.1 | 0.6 | 0.7 | 0.6 |
| Other | 3.1 | 3.1 | 1.4 | 0.5 | 1.9 | 3.1 |
| Transfers out | 6.7 | 6.7 | 6.7 | - | 6.7 | 6.7 |
| Contingency | 116.0 | 116.0 | - | - | - | 116.0 |
| Total | \$ 666.3 | \$ 666.3 | \$ 55.5 | \$ 13.3 | \$ 68.8 | \$ 666.3 |

| | |
|--|-----------------|
| Projected Surplus / (Deficit) from Operations | \$ (0.6) |
| Excludes beginning fund balance and contingency | |
| Projected Ending Fund Balance | \$ 138.0 |
| Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2024 * | |
| | 20.0% |

| | | | |
|--|--|---------------|-------|
| *Projected ending fund balance breakdown: | | Projected EFB | |
| General Operating Fund | | \$ 137.5 | 19.9% |
| Local Option Levy Fund | | 0.5 | 0.1% |

| | Adopted Budget | Final Budget | YTD Actuals | Current Encumb. | Actuals & Encumb. | Year-End Forecast |
|--------------------------------|-----------------|-----------------|----------------|-----------------|-------------------|-------------------|
| APPROPRIATIONS: | | | | | | |
| Instruction | \$ 336.1 | \$ 336.1 | \$ 24.0 | \$ 4.6 | \$ 28.6 | \$ 336.1 |
| Support Services | 205.3 | 205.3 | 23.5 | 8.4 | 31.9 | 205.3 |
| Enterprise & Community Svc | 0.3 | 0.3 | - | - | - | 0.3 |
| Facilities Acquisition & Const | 0.1 | 0.1 | - | - | - | 0.1 |
| Other Uses | 8.5 | 8.5 | 8.0 | 0.3 | 8.3 | 8.5 |
| Contingencies | 116.0 | 116.0 | - | - | - | 116.0 |
| Total | \$ 666.3 | \$ 666.3 | \$ 55.5 | \$ 13.3 | \$ 68.8 | \$ 666.3 |

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of August 31, 2023

| Funds | Final Budget (incl Beg Fund Bal) | YTD Revenue (incl Beg Fund Bal) | YTD Expenditures (Incl transfers out) | Encumb. | YTD Expenditures & Encumb. | Percent | Fund Balance |
|----------------------------|---|--|--|----------------------|---|----------------|-----------------------|
| Student Body Fund | \$ 13,569,000 | \$ 5,718,766 | \$ 459,339 | \$ 421,495 | \$ 880,834 | 6.49% | \$ 4,837,932 |
| Categorical | 9,932,000 | 5,232,690 | 1,137,861 | 810,342 | 1,948,203 | 19.62% | 3,284,487 |
| Scholarship Fund | 550,000 | 438,286 | 17,500 | 41,500 | 59,000 | 10.73% | 379,286 |
| Grant Fund | 144,648,240 | - | 9,959,304 | 3,890,057 | 13,849,361 | 9.57% | (13,849,361) |
| Sustainability Fund | 22,600,000 | 16,930,621 | - | - | - | 0.00% | 16,930,621 |
| Nutrition Services Fund | 18,332,235 | 4,271,903 | 655,757 | 5,881,097 | 6,536,854 | 35.66% | (2,264,951) |
| Debt Service Fund | 116,516,484 | 10,268,322 | - | - | - | 0.00% | 10,268,322 |
| Capital Projects Fund | 534,962,000 | 370,167,818 | 21,767,957 | 63,575,596 | 85,343,553 | 15.95% | 284,824,265 |
| Insurance Reserve Fund | 11,038,624 | 10,381,573 | 2,408,732 | 1,627,906 | 4,036,638 | 36.57% | 6,344,935 |
| Workers' Compensation Fund | 5,851,772 | 3,997,009 | 450,546 | 26,078 | 476,624 | 8.14% | 3,520,385 |
| Total | \$ 878,000,355 | \$ 427,406,988 | \$ 36,856,996 | \$ 76,274,071 | \$ 113,131,067 | | \$ 314,275,921 |



2023-24 Classroom Teacher Staffing By School
As of 9/11/23

| School | | | | Budgeted APU | | | | | Actual APU | | | | |
|---|---------------------|----------------------|-------------------|--------------|--------------|-------------|----------|--------------|--------------|--------------|-------------|----------|--------------|
| | Budgeted Enrollment | 9/11/2023 Enrollment | Enrollment Change | General Fund | Levy | SIA | ESSER | TOTAL | General Fund | Levy | SIA | ESSER | TOTAL |
| Aloha Huber (K-8) | 901 | 905 | 4 | 29.0 | 9.0 | 3.0 | - | 41.0 | 29.0 | 9.0 | 3.0 | - | 41.0 |
| Barnes | 433 | 432 | (1) | 14.0 | 4.0 | 2.0 | - | 20.0 | 14.0 | 4.0 | 2.0 | - | 20.0 |
| Beaver Acres | 771 | 761 | (10) | 25.0 | 6.0 | 4.0 | - | 35.0 | 25.0 | 6.0 | 4.0 | - | 35.0 |
| Bethany | 428 | 417 | (11) | 11.0 | 4.0 | 2.0 | - | 17.0 | 11.0 | 4.0 | 2.0 | - | 17.0 |
| Bonny Slope | 672 | 634 | (38) | 19.0 | 6.0 | 2.0 | - | 27.0 | 18.0 | 6.0 | 2.0 | - | 26.0 |
| Cedar Mill | 337 | 326 | (11) | 10.0 | 2.0 | 2.0 | - | 14.0 | 10.0 | 2.0 | 2.0 | - | 14.0 |
| Chehalem | 371 | 389 | 18 | 12.0 | 3.0 | 2.0 | - | 17.0 | 12.0 | 3.0 | 2.0 | - | 17.0 |
| Cooper Mountain | 394 | 397 | 3 | 11.0 | 3.0 | 2.0 | - | 16.0 | 12.0 | 3.0 | 2.0 | - | 17.0 |
| Elmonica | 398 | 405 | 7 | 12.0 | 3.0 | 2.0 | - | 17.0 | 12.0 | 3.0 | 2.0 | - | 17.0 |
| Errol Hassell | 365 | 340 | (25) | 10.0 | 3.0 | 2.0 | - | 15.0 | 9.0 | 3.0 | 2.0 | - | 14.0 |
| Findley | 582 | 560 | (22) | 15.0 | 5.0 | 2.0 | - | 22.0 | 14.2 | 5.0 | 2.0 | - | 21.2 |
| Fir Grove | 314 | 340 | 26 | 11.0 | 2.0 | 2.0 | - | 15.0 | 11.0 | 2.0 | 2.0 | - | 15.0 |
| FLEX (K-5) | 115 | 82 | (33) | 3.0 | 1.0 | | - | 4.0 | 3.0 | 1.0 | | - | 4.0 |
| Greenway | 258 | 282 | 24 | 7.0 | 3.0 | 2.0 | - | 12.0 | 7.0 | 3.0 | 2.0 | - | 12.0 |
| Hazeldale | 438 | 430 | (8) | 13.0 | 4.0 | 2.0 | - | 19.0 | 13.0 | 4.0 | 2.0 | - | 19.0 |
| Hiteon | 472 | 468 | (4) | 14.0 | 4.0 | 1.0 | - | 19.0 | 14.0 | 4.0 | 1.0 | - | 19.0 |
| Jacob Wismer | 550 | 564 | 14 | 14.0 | 5.0 | 2.0 | - | 21.0 | 14.0 | 5.0 | 2.0 | - | 21.0 |
| Kinnaman | 476 | 484 | 8 | 15.0 | 4.0 | 2.0 | - | 21.0 | 15.0 | 4.0 | 2.0 | - | 21.0 |
| McKay | 259 | 250 | (9) | 8.0 | 2.0 | 2.0 | - | 12.0 | 7.8 | 2.0 | 2.0 | - | 11.8 |
| McKinley | 633 | 659 | 26 | 20.0 | 6.0 | 2.0 | - | 28.0 | 19.1 | 6.0 | 2.0 | - | 27.1 |
| Montclair | 290 | 283 | (7) | 9.0 | 2.0 | 1.0 | - | 12.0 | 9.0 | 2.0 | 1.0 | - | 12.0 |
| Nancy Ryles | 460 | 465 | 5 | 14.0 | 3.0 | 2.0 | - | 19.0 | 14.0 | 3.0 | 2.0 | - | 19.0 |
| Oak Hills | 495 | 504 | 9 | 14.0 | 4.0 | 2.0 | - | 20.0 | 14.0 | 4.0 | 2.0 | - | 20.0 |
| Raleigh Hills (K-8) | 269 | 274 | 5 | 8.0 | 3.0 | 1.0 | - | 12.0 | 8.0 | 3.0 | 1.0 | - | 12.0 |
| Raleigh Park | 298 | 307 | 9 | 9.0 | 3.0 | 1.0 | - | 13.0 | 9.0 | 3.0 | 1.0 | - | 13.0 |
| Ridgewood | 376 | 379 | 3 | 11.0 | 3.0 | 2.0 | - | 16.0 | 11.0 | 3.0 | 2.0 | - | 16.0 |
| Rock Creek | 420 | 425 | 5 | 11.0 | 4.0 | 2.0 | - | 17.0 | 11.0 | 4.0 | 2.0 | - | 17.0 |
| Sato | 823 | 844 | 21 | 23.0 | 7.0 | 3.0 | - | 33.0 | 23.0 | 7.0 | 3.0 | - | 33.0 |
| Scholls Heights | 617 | 621 | 4 | 18.0 | 4.0 | 2.0 | - | 24.0 | 18.0 | 4.0 | 2.0 | - | 24.0 |
| Sexton Mountain | 439 | 440 | 1 | 13.0 | 3.0 | 2.0 | - | 18.0 | 13.0 | 3.0 | 2.0 | - | 18.0 |
| Springville (K-8) | 709 | 730 | 21 | 20.0 | 6.0 | 2.0 | - | 28.0 | 21.0 | 6.0 | 2.0 | - | 29.0 |
| Terra Linda | 271 | 288 | 17 | 9.0 | 2.0 | 1.0 | - | 12.0 | 9.0 | 2.0 | 1.0 | - | 12.0 |
| Vose | 685 | 708 | 23 | 22.0 | 6.0 | 2.0 | - | 30.0 | 22.0 | 6.0 | 2.0 | - | 30.0 |
| West TV | 295 | 294 | (1) | 7.0 | 3.0 | 2.0 | - | 12.0 | 8.0 | 3.0 | 2.0 | - | 13.0 |
| William Walker | 512 | 507 | (5) | 17.0 | 4.0 | 2.0 | - | 23.0 | 16.0 | 4.0 | 2.0 | - | 22.0 |
| Elementary School Total | 16,126 | 16,194 | 68 | 478.0 | 136.0 | 67.0 | - | 681.0 | 476.0 | 136.0 | 67.0 | - | 679.0 |
| Average Elementary School Staffing Ratio | | | | 33.7 | 26.3 | 23.7 | | | 34.0 | 26.5 | 23.8 | | |



**2023-24 Classroom Teacher Staffing By School
As of 9/11/23**

| School | Budgeted Enrollment | 9/11/2023 Enrollment | Enrollment Change | Budgeted APU | | | | | Actual APU | | | | |
|---|---------------------|----------------------|-------------------|----------------|--------------|-------------|-------------|----------------|----------------|--------------|-------------|-------------|----------------|
| | | | | General Fund | Levy | SIA | ESSER | TOTAL | General Fund | Levy | SIA | ESSER | TOTAL |
| Cedar Park | 659 | 646 | (13) | 22.4 | 5.0 | 1.0 | 0.6 | 29.0 | 21.4 | 5.0 | 1.0 | 0.6 | 28.0 |
| Conestoga | 797 | 831 | 34 | 26.6 | 6.0 | 1.2 | 0.8 | 34.6 | 26.5 | 6.0 | 1.2 | 0.8 | 34.5 |
| Five Oaks | 790 | 772 | (18) | 27.6 | 6.2 | 1.2 | 0.8 | 35.8 | 26.5 | 6.2 | 1.2 | 0.8 | 34.7 |
| Highland Park | 642 | 651 | 9 | 20.8 | 4.8 | 0.8 | 0.6 | 27.0 | 20.5 | 4.8 | 0.8 | 0.6 | 26.7 |
| Meadow Park | 665 | 693 | 28 | 27.0 | 5.8 | 1.0 | 0.8 | 34.6 | 25.9 | 5.8 | 1.0 | 0.8 | 33.5 |
| Mountain View | 853 | 809 | (44) | 31.8 | 7.4 | 1.2 | 1.0 | 41.4 | 29.9 | 7.4 | 1.2 | 1.0 | 39.5 |
| Stoller | 1,001 | 1,035 | 34 | 29.6 | 7.0 | 1.2 | 1.0 | 38.8 | 28.3 | 7.0 | 1.2 | 1.0 | 37.5 |
| Tumwater | 951 | 964 | 13 | 27.8 | 6.4 | 1.2 | 0.8 | 36.2 | 28.5 | 6.4 | 1.2 | 0.8 | 36.9 |
| Whitford | 772 | 755 | (17) | 29.0 | 6.0 | 1.2 | 0.8 | 37.0 | 28.1 | 6.0 | 1.2 | 0.8 | 36.1 |
| Middle School Total | 7,130 | 7,156 | 26 | 242.6 | 54.6 | 10.0 | 7.2 | 314.4 | 235.7 | 54.6 | 10.0 | 7.2 | 307.5 |
| Average Middle School Staffing Ratio | | | | 29.4 | 24.0 | 23.2 | 22.7 | | 30.4 | 24.6 | 23.8 | 23.3 | |
| Aloha | 1,590 | 1,640 | 50 | 62.2 | 13.6 | 2.4 | - | 78.2 | 56.4 | 13.6 | 2.4 | - | 72.4 |
| Beaverton | 1,428 | 1,449 | 21 | 56.6 | 11.6 | 2.2 | - | 70.4 | 54.3 | 11.6 | 2.2 | - | 68.1 |
| Mountainside | 1,717 | 1,695 | (22) | 52.8 | 12.0 | 2.4 | - | 67.2 | 51.0 | 12.0 | 2.4 | - | 65.4 |
| Southridge | 1,405 | 1,461 | 56 | 49.0 | 11.0 | 2.0 | - | 62.0 | 49.3 | 11.0 | 2.0 | - | 62.3 |
| Sunset | 1,874 | 1,859 | (15) | 56.0 | 12.8 | 2.4 | - | 71.2 | 56.9 | 12.8 | 2.4 | - | 72.1 |
| Westview | 2,359 | 2,395 | 36 | 74.8 | 17.0 | 3.2 | - | 95.0 | 74.5 | 17.0 | 3.2 | - | 94.7 |
| High School Total | 10,373 | 10,499 | 126 | 351.4 | 78.0 | 14.6 | - | 444.0 | 342.4 | 78.0 | 14.6 | - | 435.0 |
| Average High School Staffing Ratio | | | | 29.5 | 24.2 | 23.4 | | | 30.7 | 25.0 | 24.1 | - | |
| Arts & Communication Magnet Academy (6-12) | 688 | 677 | (11) | 25.2 | 5.0 | 0.8 | - | 31.0 | 23.9 | 5.0 | 0.8 | - | 29.7 |
| Beaverton Academy of Science and Engineering (6-12) | 820 | 857 | 37 | 29.8 | 5.8 | 1.2 | - | 36.8 | 30.2 | 5.8 | 1.2 | - | 37.2 |
| Community School (9-12) | 150 | 126 | (24) | 7.2 | 1.2 | 0.4 | - | 8.8 | 6.0 | 1.2 | 0.4 | - | 7.6 |
| FLEX Online School (6-12) | 600 | 398 | (202) | 19.4 | 2.4 | 1.0 | - | 22.8 | 19.3 | 2.4 | 1.0 | - | 22.7 |
| International School of Beaverton (6-12) | 890 | 877 | (13) | 31.6 | 6.2 | 1.2 | - | 39.0 | 32.0 | 6.2 | 1.2 | - | 39.4 |
| Options Schools Total | 3,148 | 2,935 | (213) | 113.2 | 20.6 | 4.6 | - | 138.4 | 111.4 | 20.6 | 4.6 | - | 136.6 |
| Average Options Staffing Ratio | | | | 27.8 | 23.5 | 22.7 | | | 26.3 | 22.2 | 21.5 | - | |
| Address Extreme Class Size K-12 | - | - | - | 13.0 | - | - | - | 13.0 | - | - | - | - | - |
| District Total | 36,777 | 36,784 | 7 | 1,198.2 | 289.2 | 96.2 | 7.2 | 1,590.8 | 1,165.5 | 289.2 | 96.2 | 7.2 | 1,558.1 |

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 202-222 in the 2023-24 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations. Secondary AVID, CTE, Dual Language & Specialized Program Elective teachers not allocated by the classroom teacher ratio are included.

Postings for open positions are also not included in this report. This report represents actual filled positions.

Beaverton School District
Portfolio Management
Portfolio Summary
August 31, 2023

| Investments | Par Value | Market Value | Book Value | % of Portfolio | Days to Maturity | YTM |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|--------------|
| Commercial Paper Disc. -At Cost | 10,000,000.00 | 9,930,620.00 | 9,786,250.00 | 1.82 | 45 | 5.242 |
| Federal Agency Coupon Securities | 69,400,000.00 | 68,751,510.00 | 69,389,990.00 | 12.94 | 260 | 4.430 |
| Federal Agency Disc. -At Cost | 65,000,000.00 | 64,610,750.00 | 63,032,900.00 | 11.75 | 42 | 4.966 |
| Treasury Coupon Securities | 245,000,000.00 | 235,643,700.00 | 233,962,887.50 | 43.61 | 319 | 3.342 |
| Treasury Discounts -At Cost | 110,000,000.00 | 109,182,400.00 | 108,652,658.89 | 20.25 | 43 | 5.097 |
| LGIP | 51,619,459.98 | 51,619,459.98 | 51,619,459.98 | 9.62 | 1 | 3.750 |
| Investments | 551,019,459.98 | 539,738,439.98 | 536,444,146.37 | 100.00% | 187 | 4.103 |

| Total Earnings | August 31 | Month Ending |
|---------------------------------|-----------------------|---------------------|
| Current Year | 2,130,045.78 | |
| Average Daily Balance | 548,762,661.54 | |
| Effective Rate of Return | 4.57% | |

This report of the investment portfolio is in accordance with Board Policy DFA - Investment of Funds.

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Market Value
August 31, 2023

| CUSIP | Investment # | Issuer | Maturity Date | Par Value | Book Value | Market Value | Allocation Target % | Actual % |
|--------------------------------------|--------------|-------------------------------|-----------------|-----------------------|-----------------------|-----------------------|---------------------|--------------|
| Federal Agency | | | | | | | | |
| Federal Agricultural Mortgage | | | | | | | | |
| 31315KLT5 | 11317 | Federal Agricultural Mortgage | 09/15/2023 | 20,000,000.00 | 19,303,850.00 | 19,960,200.00 | | 3.69 |
| | | | Subtotal | 20,000,000.00 | 19,303,850.00 | 19,960,200.00 | 35.00 | 3.70 |
| Federal Farm Credit Bank | | | | | | | | |
| 3133ENA91 | 11280 | Federal Farm Credit Bank | 07/15/2024 | 25,000,000.00 | 25,034,300.00 | 24,515,000.00 | | 4.54 |
| | | | Subtotal | 25,000,000.00 | 25,034,300.00 | 24,515,000.00 | 35.00 | 4.54 |
| Federal Home Loan Bank | | | | | | | | |
| 3130AULY8 | 11322 | Federal Home Loan Bank | 07/26/2024 | 5,000,000.00 | 5,000,000.00 | 4,965,550.00 | | 0.92 |
| 3130AUJ62 | 11323 | Federal Home Loan Bank | 01/26/2024 | 5,900,000.00 | 5,900,000.00 | 5,879,055.00 | | 1.08 |
| 3130AVFX5 | 11328 | Federal Home Loan Bank | 03/30/2024 | 15,000,000.00 | 15,000,000.00 | 14,952,750.00 | | 2.77 |
| 3130ATNX1 | 11344 | Federal Home Loan Bank | 04/26/2024 | 3,500,000.00 | 3,488,940.00 | 3,484,705.00 | | 0.64 |
| 3130ATNX1 | 11345 | Federal Home Loan Bank | 04/26/2024 | 5,000,000.00 | 4,984,200.00 | 4,978,150.00 | | 0.92 |
| 3130ATXN2 | 11346 | Federal Home Loan Bank | 05/22/2024 | 5,000,000.00 | 4,982,550.00 | 4,975,400.00 | | 0.92 |
| 3130AWQ78 | 11348 | Federal Home Loan Bank | 04/01/2024 | 5,000,000.00 | 5,000,000.00 | 5,000,900.00 | | 0.92 |
| 313384LW7 | 11320 | Federal Home Loan Bank | 09/18/2023 | 20,000,000.00 | 19,302,333.33 | 19,951,800.00 | | 3.69 |
| 313384PY9 | 11337 | Federal Home Loan Bank | 12/01/2023 | 15,000,000.00 | 14,616,466.67 | 14,805,750.00 | | 2.74 |
| 313384PG8 | 11338 | Federal Home Loan Bank | 11/15/2023 | 10,000,000.00 | 9,810,250.00 | 9,893,000.00 | | 1.83 |
| | | | Subtotal | 89,400,000.00 | 88,084,740.00 | 88,887,060.00 | 35.00 | 16.47 |
| | | | Total | 134,400,000.00 | 132,422,890.00 | 133,362,260.00 | 100.00 | 24.71 |
| Corporate Indebtedness | | | | | | | | |
| Toyota Cap Corp | | | | | | | | |
| 89233HXG4 | 11330 | Toyota Cap Corp | 10/16/2023 | 10,000,000.00 | 9,786,250.00 | 9,930,620.00 | | 1.84 |
| | | | Subtotal | 10,000,000.00 | 9,786,250.00 | 9,930,620.00 | 5.00 | 1.84 |
| | | | Total | 10,000,000.00 | 9,786,250.00 | 9,930,620.00 | 35.00 | 1.84 |
| OR Treas Local Govt Inv Pool | | | | | | | | |
| Local Government Inv Pool | | | | | | | | |
| LGIP 4010 | FUND 000 | LGIP | | 23,737,959.56 | 23,737,959.56 | 23,737,959.56 | | 4.39 |
| LGIP 5173 | FUND 300 | LGIP | | 501,814.63 | 501,814.63 | 501,814.63 | | 0.09 |
| LGIP 4972 | FUND 417 | LGIP | | 15,794,103.87 | 15,794,103.87 | 15,794,103.87 | | 2.92 |
| LGIP 6440 | FUND 418 | LGIP | | 11,585,581.92 | 11,585,581.92 | 11,585,581.92 | | 2.14 |
| | | | Subtotal | 51,619,459.98 | 51,619,459.98 | 51,619,459.98 | 100.00 | 9.56 |
| | | | Total | 51,619,459.98 | 51,619,459.98 | 51,619,459.98 | 100.00 | 9.56 |

**Beaverton School District
Investments by Sector and Group
Limitation based on Market Value**

| CUSIP | Investment # | Issuer | Maturity Date | Par Value | Book Value | Market Value | Allocation Target % | Actual % |
|----------------------|--------------|---------------|-----------------|-----------------------|-----------------------|-----------------------|---------------------|--------------|
| US Treasuries | | | | | | | | |
| US Treasuries | | | | | | | | |
| 91282CAP6 | 11275 | U.S. Treasury | 10/15/2023 | 50,000,000.00 | 48,253,900.00 | 49,679,500.00 | | 9.20 |
| 91282CCX7 | 11276 | U.S. Treasury | 09/15/2024 | 50,000,000.00 | 47,257,450.00 | 47,506,000.00 | | 8.80 |
| 91282CDS7 | 11277 | U.S. Treasury | 01/15/2025 | 55,000,000.00 | 52,490,625.00 | 52,080,050.00 | | 9.64 |
| 9128282N9 | 11279 | U.S. Treasury | 07/31/2024 | 15,000,000.00 | 14,746,875.00 | 14,562,300.00 | | 2.69 |
| 912828ZW3 | 11286 | U.S. Treasury | 06/30/2025 | 20,000,000.00 | 18,410,937.50 | 18,379,600.00 | | 3.40 |
| 91282CCG4 | 11287 | U.S. Treasury | 06/15/2024 | 15,000,000.00 | 14,283,300.00 | 14,409,450.00 | | 2.67 |
| 91282CAK7 | 11326 | U.S. Treasury | 09/15/2023 | 20,000,000.00 | 19,463,200.00 | 19,959,600.00 | | 3.69 |
| 91282CCT6 | 11350 | U.S. Treasury | 08/15/2024 | 20,000,000.00 | 19,056,600.00 | 19,067,200.00 | | 3.53 |
| 912797GT8 | 11334 | U.S. Treasury | 09/19/2023 | 5,000,000.00 | 4,928,472.22 | 4,944,100.00 | | 0.91 |
| 912797FA0 | 11335 | U.S. Treasury | 10/12/2023 | 5,000,000.00 | 4,911,625.00 | 4,927,250.00 | | 0.91 |
| 912797FJ1 | 11336 | U.S. Treasury | 11/09/2023 | 5,000,000.00 | 4,891,451.39 | 4,907,050.00 | | 0.90 |
| 912796CR8 | 11341 | U.S. Treasury | 09/21/2023 | 15,000,000.00 | 14,828,812.50 | 14,956,050.00 | | 2.77 |
| 912797HC4 | 11342 | U.S. Treasury | 10/24/2023 | 20,000,000.00 | 19,667,788.89 | 19,844,600.00 | | 3.67 |
| 912797GD3 | 11343 | U.S. Treasury | 01/18/2024 | 5,000,000.00 | 4,869,277.78 | 4,898,100.00 | | 0.90 |
| 912796YT0 | 11347 | U.S. Treasury | 11/02/2023 | 15,000,000.00 | 14,782,553.33 | 14,863,650.00 | | 2.75 |
| 912796CS6 | 11349 | U.S. Treasury | 09/28/2023 | 40,000,000.00 | 39,772,677.78 | 39,841,600.00 | | 7.38 |
| | | | Subtotal | 355,000,000.00 | 342,615,546.39 | 344,826,100.00 | 100.00 | 63.89 |
| | | | Total | 355,000,000.00 | 342,615,546.39 | 344,826,100.00 | 100.00 | 63.89 |
| Grand Total | | | | 551,019,459.98 | 536,444,146.37 | 539,738,439.98 | | |

Beaverton School District
Summary by Issuer
August 31, 2023
Grouped by Fund

| Issuer | | Number of Investments | Par Value | Book Value | % of Portfolio | Average YTM 365 | Average Days to Maturity |
|---|--------------------------|--------------------------|-----------------------|-----------------------|-------------------|--------------------|-----------------------------|
| Fund: Pooled Cash | | | | | | | |
| | Subtotal | 14 | 199,637,959.56 | 196,552,640.67 | 36.64 | 4.927 | 57 |
| Fund: 300 Debt Service | | | | | | | |
| | Subtotal | 2 | 4,001,814.63 | 3,990,754.63 | 0.74 | 5.225 | 208 |
| Fund: 417 Capital Projects Taxable | | | | | | | |
| | Subtotal | 4 | 30,794,103.87 | 30,525,652.48 | 5.69 | 4.452 | 21 |
| Fund: 418 Bond Issue Fund | | | | | | | |
| | Subtotal | 13 | 316,585,581.92 | 305,375,098.59 | 56.93 | 3.565 | 288 |
| | Total and Average | 33 | 551,019,459.98 | 536,444,146.37 | 100.00 | 4.127 | 187 |

ITEM FOR INFORMATION**COMMITTEE ASSIGNMENTS****SUMMARY**

The board chair annually assigns board members to board committees and seats on associated bodies.

BACKGROUND

Board members are assigned to various additional roles beyond their service on the school board.

- *Committees of the board:* The board may appoint board committees for specific purposes, consisting of up to three members of the board. Standing committees are appointed to serve on an ongoing basis. Ad hoc committees are appointed for a specific, temporary purpose.
- *Committees advisory to the board:* The board or the superintendent may appoint advisory committees to gain community involvement and input on important decisions. These committees may or may not include one or more board members.
- *Representation on associated bodies:* The board may be invited to nominate or appoint one or more board members to serve on district committees and other associated bodies. In some cases the process established by an associated body may require that the board votes on selection of representatives.

The board chair makes assignments of board members to committees and associated bodies, considering the preferences expressed by individual board members.

RECOMMENDATION

The chair's assignment of board members to committees and associated bodies for the 2023–24 school year is presented for information and discussion. No action is needed.

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Beaverton School Board

2023–24 Committee Assignments

Committees of the Board

Standing Committees

Budget Committee

The budget committee reviews the proposed budget, listens to comments from community members, and approves the budget total to forward to the school board for adoption. The budget committee consists of the seven elected school board members and seven appointed community members who serve staggered 3-year terms.

- Board members assigned: All board members
- Staff liaison: Mike Schofield, Jessica Jones
- Time commitment: 3 meetings on Tuesday evenings
- Meetings: 5:30 p.m. 3/19, 5/14, 5/28

Legislative Advocacy Committee

The Legislative Advocacy Committee leads the board's advocacy to the Oregon Legislature and other decision-making bodies with an impact on education. Prior to the long legislative session in odd years, the committee will develop a legislative platform of priority areas and positions, to be considered by adoption by the board.

- Board members assigned (2 or 3): Melissa Potter, Susan Greenberg, Tammy Carpenter (*last year: Chair Susan Greenberg, Ugonna Enyinnaya, Eric Simpson*)
- Staff liaison: Kerry Delf
- Time commitment: 2–3 meetings before legislative session, additional as needed
- Meeting dates TBD

Ad Hoc Committees

The board may appoint board committees for specific purposes to serve until their assignment is completed. E.g., the board may form a committee to work with staff to develop a new policy for the board's consideration. When the project for which the committee was formed is completed, the committee is dissolved.

- Board members assigned (2 or 3): Determined at formation of committee
- Staff liaison: Kerry Delf or other

Committees Advisory to the Board

Bond Accountability Committee ([info](#))

The Bond Accountability Committee monitors and reports to the board on the progress of the bond program.

- Board member assigned (1): Sunita Garg
- Staff liaison: Casey Waletich
- Time commitment: 6 meetings on Wednesday evenings
- Meetings: 6–8 p.m. 9/20, 10/25, 1/24, 2/28, 4/24, 5/29

Equity Advisory Committee ([info](#))

The Equity Advisory Committee advises the superintendent and school board on the educational equity impacts of policy decisions, school climate and the experiences of historically underserved students.

- Board member assigned (0): By statute, board members may not be members of the Equity Advisory Committee.
- Staff liaison: Pat McCreery, Tatiana Cevallos
- Meetings: 6–8 p.m. 9/6, 10/4, 11/1, 12/6, 1/3, 2/7, 3/6, 4/3, 5/1, 6/12

Representation on Associated Bodies

District Committees & Task Forces

Audit Committee ([info](#))

The Audit Committee is appointed to promote, maintain and enhance the independence and objectivity of the district's internal auditing function by ensuring broad audit coverage, adequate consideration of audit reports, and appropriate action on recommendations.

Curriculum Advisory

Advise on curriculum adoption and related matters.

- Board member assigned (2): Justice Rajee (term expires 12/31/2025), Sunita Garg (term expires 12/31/2024)
- Staff liaison: Jason Guchereau, Mike Schofield
- Time commitment: 4–5 meetings on Monday and Tuesday evenings, mostly virtual sessions
- Meetings: 5:45 p.m. 9/11, 11/6, 4/15

- Board member assigned (1 or 2): Karen Pérez, Tammy Carpenter
- Time commitment: Estimated 1–3 meetings per year
- Meeting dates: TBD

Positions on Other Bodies, Appointed By Board

Beaverton Education Foundation Board

The district's fundraising organization has one seat for a representative from the Beaverton School Board.

- Board member assigned (1): Ugonna Enyinnaya
- Time commitment: ~5 meetings on Thursdays at midday
- Meetings: 12–1:30 p.m. 9/21, 11/16, 1/18, 3/21, 5/16

Metro Policy Advisory Committee ([info](#))

MPAC has one seat designated for a school board member and an alternate, not guaranteed to a particular district. When there is a vacancy, Metro will solicit interest from board members in the Metro area. A board member who is interested in filling the vacancy must then be nominated by official action of a member board within the region.

- Current representatives: Susan Greenberg primary, Mark Watson (Hillsboro) alternate
- Time commitment: Monthly meetings on Wednesday evenings, currently held virtually ([schedule](#))
- Meetings: 5–7 p.m. 9/27, 10/25, 11/8, 12/13, 2024 TBD

Positions on Other Bodies, Filled By Election

Oregon School Boards Association

OSBA has three seats on the board and three on the legislative policy committee to represent the Washington region, not guaranteed to a particular district. When there is a vacancy, OSBA solicits interest from board members in that region. A board member who is interested in filling the vacancy must submit an application, be nominated by official action of a member board within the region, then be elected by member school boards in that region.

- **OSBA Board of Directors** ([info](#) / [schedule](#))
Susan Greenberg (Beaverton), Posn 15, thru 12/31/2024
Maureen Wolf (NWRESA), Position 16, thru 12/31/2023
Erika Lopez (Hillsboro), Position 20, thru 12/31/2023
- [.\(info / schedule\)](#)
Mark Watson (Hillsboro), Position 15, thru 12/31/2023
Becky Tymchuk (NWRESA), Position 16, thru 12/31/2023
TJ Johnson (Gaston), Position 20, thru 12/31/2023

Northwest Regional Education Service District ([info](#))

Vacancies of NWRESA Board numbered zones are filled through election by the component district boards in that zone. Beaverton School District is represented by Zone 4 (spanning several districts) and Zone 5 (BSD only). When there is a vacancy, NWRESA solicits applicants and one is selected by vote of boards in that zone.

- NWRESA Board
Tony Erickson, Zone 4
Becky Tymchuk, Zone 5

CONSENT — ITEM FOR ACTION**PERSONNEL ACTIONS****SUMMARY**

A list of employees is being recommended by the superintendent for approval of routine personnel actions, including employment, leaves of absence, and resignation/retirement of teachers and administrators.

RECOMMENDATION

The superintendent recommends the board approve the personnel actions as submitted in board materials.

CONSENT AGENDA — ITEM FOR ACTION**APPROVAL OF BOARD MEETING MINUTES****SUMMARY**

Minutes of board meetings are drafted by staff and reviewed and approved by the school board at a subsequent meeting.

RECOMMENDED ACTION

Approve minutes for the following board meetings:

- August 29, 2023 – Study Session
- August 29, 2023 – Business Meeting
- September 12, 2023 – Study Session

SUGGESTED MOTIONS FOR REVISIONS

I move to amend the minutes to _____.

I move to approve the board meeting minutes as amended.

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DRAFT MEETING MINUTES – BOARD STUDY SESSION AUGUST 29, 2023

Board Members Present:

Dr. Karen Pérez, Chair
Sunita Garg, Vice Chair
Susan Greenberg (arrived at 5:38)
Dr. Melissa Potter
Ugonna Enyinnaya
Justice Rajee
Dr. Tammy Carpenter

Staff Present:

| | |
|----------------------|---|
| Dr. Gustavo Balderas | Superintendent |
| Dr. Heather Cordie | Deputy Superintendent for Teaching & Learning |
| Michael Schofield | Associate Superintendent for Business Services |
| Kerry Delf | Chief of Staff |
| Susan Rodriguez | Chief Human Resources Officer |
| Shellie Bailey-Shah | Public Communications Officer |
| Dr. Joshua Fritts | Executive Administrator for Teaching & Learning |
| Dr. Toshiko Maurizio | Administrator for Multilingual Programs |

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 5:33 p.m. She noted that Susan Greenberg was not yet present but would join the meeting later.

II. DUAL LANGUAGE PROGRAMS

Dr. Toshiko Maurizio, Administrator for Multilingual Programs, and Dr. Josh Fritts, Executive Administrator for Teaching & Learning, shared information about dual language education, the district's current programming, and planning to expand dual language programming to serve students across the district.

Dual language learning is a form of bilingual education in which students are taught literacy skills and content in two languages. The three main goals of the district's dual language program are biliteracy/bilingualism, high academic achievement on grade level standards in both program languages, and sociocultural competency. Students also can be awarded an Oregon Seal of Biliteracy or Multiliteracy if they are able to demonstrate proficiency in two or more languages prior to high school graduation.

The presentation shared that research indicates that students in dual language programs have a higher on-track graduation rate, are more likely to attend college after high school, and experience greater confidence, self-esteem and sense of belonging in their school communities.

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BSD currently has dual language programs taught in Spanish and English in nine neighborhood schools: Aloha-Huber Park K–8 School; Barnes, Vose and (starting this year) William Walker Elementary School; Meadow Park and Whitford Middle School; Aloha, Beaverton and Southridge High School.

The district has been working to develop a 5–10 year plan to expand dual language programs throughout the district so that all students have the option to work toward acquiring biliteracy/multiliteracy skills through high school. Phase one of the expansion will begin this school year with William Walker Elementary School beginning a Spanish/English dual language program, starting at the kindergarten level. Results from a survey of BSD families during the 2022-23 school year indicated Spanish as the preferred language by a wide margin, but there was also substantial interest in other languages. Recommendations will be presented to the superintendent for a decision this fall on the next phase of the expansion.

Staff answered questions from board members about dual language programming and planned expansion, including about staffing, costs and funding, support for students, and how languages were selected.

III. CLOSE MEETING

Dr. Pérez adjourned the study session at 6:48 p.m.

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING AUGUST 29, 2023**Board Members Present:**

Dr. Karen Pérez, Chair
Sunita Garg, Vice Chair
Susan Greenberg
Dr. Melissa Potter
Ugonna Enyinnaya
Justice Rajee
Dr. Tammy Carpenter

Staff Present:

| | |
|----------------------|--|
| Dr. Gustavo Balderas | Superintendent |
| Dr. Heather Cordie | Deputy Superintendent for Teaching & Learning |
| Michael Schofield | Associate Superintendent for Business Services |
| Kerry Delf | Chief of Staff |
| Susan Rodriguez | Chief Human Resources Officer |
| Shellie Bailey-Shah | Public Communications Officer |

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 7:04 p.m. The board reviewed the agenda and board member Tammy Carpenter requested that the board pull from the consent agenda and separately address approval of one public contract authorization: the guaranteed maximum price (GMP) amendment to the construction manager/general contractor services contract for the Raleigh Hills Elementary School replacement.

II. OATH OF OFFICE

The oath of office was administered to the new board members whose terms began July 1, 2023: Dr. Melissa Potter, Justice Rajee and Dr. Tammy Carpenter. It was noted that the oath had been administered via Zoom in the July board meeting, and was being conducted again at the first in-person meeting where family and friends could be present.

III. RECOGNITIONS

A. Clothes for Kids Relocation – Presenter: Dr. Karen Pérez

Clothes for Kids (C4K) is a district-run, volunteer supported effort that supplies free, gently used clothing and shoes to BSD families. C4K was relocated this summer from a smaller portable to a much larger space at the District Support Center on Merlo Road. It involved boxing, moving, reorganizing and labeling more than 50,000 items and developing new systems to better serve families. The relocation was orchestrated and supervised by Communications Coordinator Kara Yunck. Ms. Yunck was recognized for her exceptional efforts to successfully accomplish the relocation.

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B. Budget and Financial Reporting Awards – Presenter: Sunita Garg

The district has been awarded the Meritorious Budget award for fiscal year 2023–2024 and the Certificate of Excellence in Financial Reporting for fiscal year 2021–2022 by the Association of School Business Officials International for excellence in budget presentation and financial reporting. The board recognized Associate Superintendent for Business Services Mike Schofield, Budget Manager Jessica Jones, Finance Manager Jason Guchereau and the business office.

IV. SUPERINTENDENT’S REPORT

A. Comments by the Superintendent

Superintendent Gustavo Balderas spoke of this being the first week of school and seeing happy students in his visits to 10 schools so far, including visiting William Walker Elementary with Congresswoman Bonamici the previous day. He acknowledged the shift to a starting date before Labor Day and noted it takes a village to make it all come together for a successful start to the school year. He looked forward to working together as we implement the new Strategic Plan this year.

V. PUBLIC COMMENTS

A. Comments by Employee Groups

BEA President Lindsay Ray and OSEA President Kyrsti Sackman commented to the board.

B. Comments by Community Members

The board heard public comments from 5 speakers. The board also received 2 written public comments.

VI. ITEMS FOR INFORMATION

A. Back to School Update – Presenters: Dr. Heather Cordie, Dr. Perla Rodriguez, Bao Vang, Robin Kobrowski, Dr. Patrick Meigs, Todd Corsetti

Dr. Cordie introduced the Teaching & Learning Executive Administrators, most of whom are new to their positions this year. They each spoke about the beginning of the school year at the schools they supported, noting seeing happiness and joy on staff’s, students’ and parents’ faces at their return to school in the first days, and saying it was a powerful start to the year. They answered questions from board members including how students are kept track of and taught to get on the correct bus to get home safely.

VII. CONSENT AGENDA – Board Chair Dr. Karen Pérez

A. Approve Personnel Actions

B. Approve Board Meeting Minutes –

i. July 25, 2023 Business Meeting

ii. August 15, 2023 Board Retreat

C. Approve Public Contracts

Susan Greenberg moved and Sunita Garg seconded to approve the consent agenda as submitted, with the exception of the contract authorization item that was removed. The motion passed 7:0.

VIII. ITEM FOR ACTION

A. Contract Authorization: Construction Manager/General Contractor (CM/GC) Services for Raleigh Hills Elementary School Replacement – GMP Amendment

Following discussion by board members, Susan Greenberg moved to approve authorizing the CM/GC GMP amendment as submitted and Sunita Garg seconded. The motion passed 7:0.

IX. ITEMS FOR FUTURE ACTION

A. Budget Committee Selection Process – Presenter: Mike Schofield

Associate Superintendent for Business Services Mike Schofield spoke about the process to fill the two budget committee openings in Zone 1 and Zone 2. The board must select two community members to appoint to serve three-year terms; those previously filling those positions may apply to be considered for reappointment. The board will take action on approving the process at the next meeting in September. As proposed, the district would publicize the budget committee openings and solicit applications beginning in late September, and the board would take action on appointment of the candidates recommended by the board member in each zone in December.

X. BOARD COMMUNICATION

A. Comments and Committee Reports by Individual Board Members

Board members shared individual comments, including congratulations to the new board members and wishes for a good year, gratitude for the upcoming opportunities for board members to visit schools, committee positions for board members, appreciation for the local round table Congresswoman Bonamici held about fentanyl and BSD's Fake & Fatal campaign, and thanks to the district's staff for getting our schools and buses ready for a new school year.

XI. CLOSE MEETING

Dr. Pérez adjourned the business meeting at 8:55 p.m.

DRAFT MEETING MINUTES—STUDY SESSION SEPTEMBER 12, 2023

Board Members Present:

Dr. Karen Pérez, Chair
Sunita Garg, Vice Chair
Dr. Tammy Carpenter
Ugonna Enyinnaya
Susan Greenberg (arrived at 6:38 p.m.)
Dr. Melissa Potter
Justice Rajee (attended virtually)

Staff Present:

| | |
|----------------------|---|
| Dr. Gustavo Balderas | Superintendent |
| Dr. Carl Mead | Deputy Superintendent for Operations & Support Services |
| Dr. Heather Cordie | Deputy Superintendent for Teaching & Learning |
| Michael Schofield | Associate Superintendent for Business Services |
| Susan Rodriguez | Chief Human Resources Officer |
| Camellia Osterink | General Counsel |
| Jill O'Neill | Administrator for Curriculum, Instruction & Assessment |

The meeting was open to the public to attend in person or via live stream on YouTube.

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 5:31 p.m.

II. MIDDLE SCHOOL SCHEDULE REVIEW

Deputy Superintendent Dr. Heather Cordie, Administrator for Curriculum, Instruction & Assessment Jill O'Neill, and three members of the Education Northwest project team—Johnette Burdette, Kathryn Rooney and Pablo López Trujillo—presented and answered school board members' questions about the middle school schedule review, its findings and recommendations, and next steps.

In fall 2021 the district implemented a new common middle school schedule for all neighborhood middle schools. The new schedule features an 8-period day in which most students' schedules include 7 subject area classes — language arts, math, PE/health, science, social studies and two electives — as well as advisory on certain days. Most class periods are 37 or 42 minutes long, depending on the day, while math and science classes are 58 or 63 minutes long, and the combined lunch/recess time is 30 minutes.

Since the implementation of the new schedule, numerous staff, students and parents had raised concerns about the schedule's impact on student learning, including:

- Disruptions to learning due to frequent transitions
- Inadequate class time to ensure students meet learning targets, including those who would benefit from individualized attention and interventions
- Difficulty in scheduling students in a team model for core classes
- Significant increase in the total number of students taught by Language Arts and Social Studies teachers.

In response to growing concerns, in the fall of 2022, the district contracted Education Northwest to review the schedule and engage feedback on stakeholders' experiences of it. During the 2022–23 school year, Education Northwest conducted an extensive literature review, surveyed classified and licensed staff, and convened separate focus groups of staff, students, and parents.

In the study session, the Education Northwest team shared an overview of the middle school schedule review and their findings and suggestions. Findings included areas such as successes and challenges of the current schedule, impact on instruction, impact on student supports, impact on student learning, impact on student behavior and well-being, impact on educators, and participants' schedule preferences. The team's eight suggestions included:

- Develop a scheduling framework that prioritizes common planning time for teaming and sharing common groups of students across content areas
- Minimize the number of transitions between classes
- Integrate advisory course content into other courses and eliminate advisory class period
- Ensure that all students have at least 20 minutes of seated time to eat lunch
- Consider the ideal length of class necessary for effective instruction and learning
- Consider implementing equal class period lengths
- Continue to offer two electives (not necessarily every day)
- Consider whether a common middle school schedule and offerings is equitable.

Following the study session and an additional information presentation at the following board meeting, Teaching & Learning staff will consider the findings and recommendations, and collaborate with middle school principals to create schedule proposals for the superintendent's consideration and decision. Any changes that are made to the middle school schedule will be implemented next year, in fall 2024.

The detailed middle school schedule review report and overview slides are attached in BoardBook.

III. CLOSE MEETING

Dr. Pérez adjourned the study session at 7:09 p.m.

CONSENT — ITEM FOR ACTION**PUBLIC CONTRACTS BOARD AUTHORIZATION OF SUPERINTENDENT TO OBLIGATE THE DISTRICT****BACKGROUND**

On May 15, 2017, the board adopted current policy language regarding authority to obligate the district (Board Policy DJ), which updates the school district's public contracting rules in accordance with state recommended model rules. Appropriate bidding procedures and public contracting rules have been complied with before recommending the attached contracts for board approval. The following authorization of contracts, subject to available budget appropriations, is a routine board action that appears under the consent grouping of the board agenda.

RECOMMENDATION

The superintendent recommends the board approve the superintendent or a designee to obligate the district for the public contract items listed in Attachment A.

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ATTACHMENT A

| Contract Name | Recommended By | Contract Selection Process | Contractor/Vendor | Contract Amount | Contract Timeline | | Recommendation |
|--|---|---|---------------------------------------|-----------------|-------------------|---------|---------------------------------|
| | | | | | Start | End | |
| Apple Staff Devices | Steven Langford, Chief Information Officer | OETC Cooperative Contract # OETC-14R-4064 | Apple Inc. | \$275,016 | 09/2023 | 06/2024 | Authorization to Award Contract |
| Pre-Construction Services for Westview High School Office Relocation Construction Manager/General Contractor (CM/GC) | Aaron Boyle, Administrator for Facilities Development | Request For Proposal (RFP) 22-0027A | Bremik Construction, Inc. | \$20,352 | 10/2023 | 09/2024 | Authorization to Award Contract |
| District Auxiliary Facility Renovation – Building C | Aaron Boyle, Administrator for Facilities Development | Invitation to Bid (ITB) 23-0003 | GSI Builders Inc | \$771,941 | 09/2023 | 01/2024 | Authorization to Award Contract |
| Pre-Construction Services for Westview High School Athletic Facilities Construction Manager/General Contractor (CM/GC) | Aaron Boyle, Administrator for Facilities Development | Request for Proposal (RFP) 22-0027A | Bremik Construction, Inc. | \$20,352 | 10/2023 | 09/2024 | Authorization to Award Contract |
| Capital Center – HVAC Upgrades | Aaron Boyle, Administrator for Facilities Development | Invitation to Bid (ITB) 23-0001 | In Line Commercial Construction, Inc. | \$3,539,348 | 09/2023 | 09/2024 | Authorization to Award Contract |

PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Staff Device Replacement

PROJECT TIMELINE: 09/2023 – 06/2024

PROJECT BUDGET: \$275,016

PROJECT SCOPE: Procurement of Apple devices for school office personnel

CONTRACT NAME: Apple Staff Devices

RECOMMENDED BY: Steven Langford, Chief Information Officer

SOLICITATION METHOD: OETC Cooperative Contract # OETC-14R-4064

CONTRACT TIMELINE: 09/2023 – 06/2024

CONTRACT AMOUNT: \$275,016

CONTRACT SCOPE: Procurement of Apple devices for school office personnel

RECOMMENDATION: Authorization to Award Contract to Apple Inc.

FUNDING SOURCE: General Fund

PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Westview High School (WHS) Office Relocation

PROJECT TIMELINE: 04/2023 – 10/2024

PROJECT BUDGET: \$2,500,000

PROJECT SCOPE: Westview High School Office Relocation

CONTRACT NAME: Pre-Construction Services for Westview High School Office Construction Manager/General Contractor (CM/GC)

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Request for Proposal (RFP) 22-0027A

CONTRACT TIMELINE: 10/2023 – 09/2024

CONTRACT AMOUNT: \$20,353

CONTRACT SCOPE: CM/GC pre-construction services to create a secure vestibule and office at Westview High School that includes reception, bookkeeping, attendance, and health room. If district staff negotiate an acceptable guaranteed maximum price amendment to this contract, the amendment will be presented to the board for approval.

RECOMMENDATION: Authorization to Award Contract to Bremik Construction, Inc.

FUNDING SOURCE: 2022 Bond; Westview High School (WHS) Office Relocation

PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: District Auxiliary Facility Renovations

PROJECT TIMELINE: 03/2023 – 04/2024

PROJECT BUDGET: \$3,000,000

PROJECT SCOPE: Renovations to the District Auxiliary Facility

CONTRACT NAME: District Auxiliary Facility Renovation – Building C

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Invitation to Bid (ITB) 23-0003

CONTRACT TIMELINE: 09/2023 – 01/2024

CONTRACT AMOUNT: \$771,940

CONTRACT SCOPE: Add a conference room at the District Auxiliary Facility (District Support Center) - Building C

RECOMMENDATION: Authorization to Award Contract to GSI Builders Inc

FUNDING SOURCE: Construction Excise Tax

PUBLIC CONTRACT AUTHORIZATION

PROJECT NAME: Westview High School (WHS) Athletic Facilities: WHS Pride Plaza/Stadium Turf

PROJECT TIMELINE: 4/2023 – 10/2024

PROJECT BUDGET: \$3,000,000

PROJECT SCOPE: Westview High School (WHS) Concession Stand/Stadium Field Turf

CONTRACT NAME: Pre-Construction Services for Westview High School Pride Plaza/Stadium Turf
Construction Manager/General Contractor (CM/GC)

RECOMMENDED BY: Aaron Boyle, Administrator for Facilities Development

SOLICITATION METHOD: Request for Proposal (RFP) 22-0027A

CONTRACT TIMELINE: 10/2023 – 9/2024

CONTRACT AMOUNT: \$20,352

CONTRACT SCOPE: Pre-construction services to construct a concession stand and washroom building adjacent to the existing football field/grandstands that will include new ticket booths on a plaza. If district staff negotiate an acceptable guaranteed maximum price amendment to this contract, the amendment will be presented to the board for approval.

RECOMMENDATION: Authorization to Award Contract to Bremik Construction, Inc.

FUNDING SOURCE: 2022 Bond; Westview High School (WHS) Athletic Facilities: Westview High School (WHS) Pride Plaza/Stadium Turf

PUBLIC CONTRACT AUTHORIZATION**PROJECT NAME:** Capital Center HVAC**PROJECT TIMELINE:** 09/2022 – 09/2024**PROJECT BUDGET:** \$4,336,000

PROJECT SCOPE: The existing HVAC system on the west portion of the building needs replacement. The East portion has been replaced in a previous project but was not completed. Work done to complete the system. The nutrition services area needs its own system to feed that sector independent of the rest of the building.

CONTRACT NAME: Capital Center - HVAC Upgrades**RECOMMENDED BY:** Aaron Boyle, Administrator for Facilities Development**SOLICITATION METHOD:** Invitation to Bid (ITB) 23-0001**CONTRACT TIMELINE:** 09/2023 – 09/2024**CONTRACT AMOUNT:** \$3,539,348

CONTRACT SCOPE: The general scope of this project is to furnish, install, manage, and coordinate all the work for HVAC upgrades. The goal is to upgrade the existing HVAC systems, replace rooftop units, and upgrade the control systems.

RECOMMENDATION: Authorization to Award Contract to In Line Commercial Construction, Inc.**FUNDING SOURCE:** 2022 Bond; Deferred Maintenance: Capital Center HVAC

CONSENT AGENDA – ITEM FOR ACTION

BUDGET COMMITTEE MEMBER SELECTION PROCESS

SUMMARY

The School Board needs to appoint community representatives from Zones 1 and 2 to serve three-year terms on the Budget Committee. The Board will first establish the process to be used.

BACKGROUND

The BSD Budget Committee is composed of the seven school board members and seven appointed community members, one from each board electoral zone. Budget committee members serve 3-year terms, staggered so that two or three committee members’ terms expire each year.

The committee currently has two vacancies, in Zone 1 and Zone 2. Members who previously served on the budget committee are not excluded from appointment.

| <i>Zone</i> | <i>Board Member</i> | <i>Current Budget Committee Member</i> | <i>Term Expiration</i> |
|-------------|---------------------|--|------------------------|
| 1 | Susan Greenberg | Jason Hohnbaum | 2023 |
| 2 | Dr. Karen Perez | Farah Mahamoud | 2023 |

In the past, the board has used the following process to appoint committee members. Timelines are updated accordingly.

- Applications will be accepted between September 27 and November 27, 2023.
- Openings will be publicized using the district’s normal communication channels.
- Candidates will submit a letter of interest and résumé through an online application form.
- The board member from each zone with an open position will review applications submitted for their zone and recommend a candidate for appointment.
- Recommended appointees will be presented for Board approval in the business meeting on December 12 or a future meeting.

RECOMMENDATION

It is recommended that the board declare the budget committee positions for zones 1 and 2 vacant and approve the selection process and timelines as outlined above.

SUGGESTED MOTION

I move to declare budget committee positions for zones 1 and 2 vacant and approve the budget committee selection process as submitted.

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ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER REVISIONS TO BOARD POLICIES
GBL, GBLA, IB, JHFE/GBNAB, JHFE/GBNAB-AR, JHFF/GBNAA****SUMMARY**

Revisions are recommended to update school board policies GBL, GBLA, JHFF/GBNAA, JHFE/GBNAB and IB, and board-adopted administrative regulation JHFE/GBNAB-AR. The changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices, and integrated and recommended by staff. Most of the proposed changes are necessary to align district policy to changes in the law.

POLICY DRAFT KEY

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Blue Font, Not Highlighted

~~Red Strikethrough~~

Legally required language changes

Recommended language changes / OSBA model policy language

Removed outdated language

BACKGROUND**GBL – Personnel Records (*revise*)****GBLA – Disclosure of Information (*delete*)**

Changes are recommended to align with updated statute affecting release of personnel records when requests are received. OSBA also recommends that districts integrate the content of policy GBLA into policy GBL and delete existing policy GBLA; this is reflected in the additions on page 2 of draft policy GBL.

IB – Freedom of Expression (*revise*)

Revisions are recommended to align the district's policy to the OSBA model policy language and reflect changes in the statutory definition of sexual orientation and gender identity.

JHFE/GBNAB & JHFE/GBNAB-AR – Reporting of Suspected Abuse of a Child (*adopt*)**JHFE & JHFE-AR – Reporting of Suspected Abuse of a Child (*delete*)**

In 2019 the Oregon Legislature made significant changes to statutes regarding sexual abuse and reporting of sexual abuse, including definitions and procedures for processing allegations of abuse. To reflect those changes, OSBA recommends that districts adopt new policy JHFE/GBNAB and administrative regulation JHFE/GBNAB-AR and delete their existing JHFE and JHFE-AR. Administrative regulations normally are approved by the superintendent; JHFE/GBNAB-AR is one of a small number of ARs that are required to be approved by the school board.

JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements (*adopt*)**JHFF – Reporting Requirements Regarding Sexual Conduct with Students (*delete*)**

In 2019 the Oregon Legislature made significant changes to statutes regarding sexual conduct and reporting of sexual conduct. To align policy with the changes in the law, OSBA recommends that districts adopt new policy JHFF/GBNAA and delete existing policy JHFF.

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RECOMMENDATION

The proposed revisions to these policies are presented for initial consideration and will come before the board for approval at its next meeting in October:

- Revisions to board policy GBL and deletion of existing board policy GBLA
- Revisions to board policy IB
- Adoption of new board policy JHFE/GBNAB and deletion of existing board policy JHFE
- Adoption of new administrative regulation JHFE/GBNAB-AR and deletion of existing regulation JHFE-AR
- Adoption of new board policy JHFF/GBNAA and deletion of existing board policy JHFF

Personnel Records*

An official personnel file will be established for each person employed by the district. Such files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release/permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent or designee will be responsible for establishing [procedures](#), ~~regulations~~ regarding the control, use, safety, and maintenance of all personnel records. ~~Upon request~~, Employees will be given a copy of evaluations, complaints and written disciplinary actions ~~to be~~ placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of the teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees'¹ personnel records will be available for use and inspection only by the following:

1. An employee or designee (designated by the employee in writing) may arrange with the human resources office to inspect the contents of ~~his/her~~ [their](#) personnel file; ~~by appointment~~
- ~~2. Others designated by the employee in writing;~~
3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by a majority of the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff [designated by the superintendent or designee](#);
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees of the human resources office for the purpose of personnel business;
8. Attorneys for the district or the district's designated representative on matters of district business;
- [9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute \(ORS\) 339.374\(1\)\(b\), the district, pursuant to ORS 339.378\(1\), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The Records created by the district pursuant to ORS 339.388\(8\)\(c\) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378\(1\);](#)

¹ [Includes former employees.](#)

10. The disciplinary records² (related to that crime) of a district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and may be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.
11. Upon request from a law enforcement agency, the Oregon Department of Human Services, or the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination ~~a district shall provide the records of investigations of suspected child abuse by a district employee.~~
12. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

The superintendent or designee may permit persons other than those specified above to use and to inspect ~~employee personnel~~ records when, in ~~his/her~~ their opinion, the person requesting access has a legitimate official purpose. The superintendent or designee will determine in each case, the appropriateness and extent of such access.

Release of personnel records to parties other than those ~~authorized to inspect them or legally required to disclose~~ will be only upon receipt of a court order listed above, will be in line with the district's public records procedures. The district will attempt to notify the employee of the request and that the district believes it is legally required to disclose certain records.

Disclosure of Information

According to Oregon Revised Statute (ORS) 30.178, an employer who discloses information about a former employee's job performance to a prospective employer upon request of the prospective employer is presumed to be acting in good faith and is immune from civil liability. In order for the employer to be acting in good faith the employer must meet the following conditions when making disclosures:

1. Disclosure of information is upon request of the prospective employer; or
2. Disclosure of information is upon request of the former employee;
3. The information is related to job performance;
4. The disclosure is the result of a request from a law enforcement agency, the Department of Human Services or the Teacher Standards and Practices Commission regarding the records of investigations of suspected child abuse by a district employee.

Not later than 20 days after receiving a request under ORS 339.374, an education provider that has or has had an employment relationship with the applicant shall disclose the information requested and any disciplinary records that must be disclosed as provided by ORS 339.388(7).

Presumption of good faith is rebutted by showing the information disclosed was:

1. Knowingly false;
2. Deliberately misleading;
3. Rendered with malicious purpose;
4. Violated civil rights.

²"Disciplinary records" is defined as records related to a personnel discipline action or materials or documents supporting that action.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)

[ORS 339.370 to -339-375](#)

[ORS 339.378](#)

[ORS 339.388](#)

[ORS 342.143](#)

[ORS 342.850](#)

[ORS 652.750](#)

[ORS Chapter 659](#)

[ORS Chapter 659A](#)

[OAR 581-022-2405](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 [\(2018\)](#); 29 C.F.R. Part 1630 [\(2019\)](#); 28 C.F.R. Part 35 [\(2019\)](#).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

Cross Reference(s):

ACA - Americans with Disabilities Act

EH - Electronic Data Management

Disclosure of Information

According to Oregon Revised Statute (ORS) 30.178, an employer who discloses information about a former employee's job performance to a prospective employer upon request of the prospective employer is presumed to be acting in good faith and is immune from civil liability. In order for the employer to be acting in good faith the employer must meet the following conditions when making disclosures:

1. Disclosure of information is upon request of the prospective employer; or
2. Disclosure of information is upon request of the former employee;
3. The information is related to job performance;
4. The disclosure is the result of a request from a law enforcement agency, the Department of Human Services or the Teacher Standards and Practices Commission regarding the records of investigations of suspected child abuse by a district employee.

The disciplinary records¹ of a district employee who has been convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or ORS 192.502 and may be released to any person upon request. Prior to the disclosure of a disciplinary record an education provider shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record.

Not later than 20 days after receiving a request under ORS 339.374, an education provider that has or has had an employment relationship with the applicant shall disclose the information requested and any disciplinary records that must be disclosed as provided by ORS 339.388(7).

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1. Knowingly false;
2. Deliberately misleading;
3. Rendered with malicious purpose;
4. Violated civil rights.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)

[ORS 339.370 to -339.374](#)

[ORS Chapter 659A](#)

[ORS 339.388\(7\),\(8\),\(9\)](#)

[ORS Chapter 659A](#)

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

¹"Disciplinary records" is defined as records related to a personnel discipline action or materials or documents supporting that action.

Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt or harm other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students ~~are free to~~ ~~may~~ organize associations to promote their common interests. These associations ~~shall~~ ~~should~~ be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, gender, sexual orientation, gender identity or gender expression. Each student organization must have a staff advisor to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures and a current list of officers. School administrators may establish rules and regulations governing the activity of student organizations.

Publications, Displays and Productions ~~(not related to high school journalism)~~

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be reviewed by administration, and ~~can~~ ~~may~~ be restricted or prohibited pursuant to ~~based on~~ legitimate educational concerns ~~but not limited to those listed below~~. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the audience;
3. The material is poorly written, inadequately researched, biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified whether or not the material uses or gives names;

6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district;
8. The material is prohibited by the district *Student Family Resources Handbook*.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school sponsored media.

“Student journalist,” for the purpose of this policy, means a student who gathers, compiles, writes, edits, photographs, records or prepares information for dissemination in school-sponsored media.

“School-sponsored media” means those materials that are prepared, substantially written, published or broadcast by student journalists, that are distributed or generally made available, either free of charge or for a fee, to members of the student body and that are prepared under the direction of a student media advisor. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous
2. Is obscene, pervasively indecent or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school sponsored media;
4. Constitutes an unwanted invasion of privacy;
5. Violates federal or state law [or regulation](#); or
6. So incites students as to create a clear and present danger of:
 - a. The commission of unlawful acts on or off school premises;
 - b. The violation of district [or school](#) policies; or
 - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts; including past experience in the school and current events influencing student behavior; and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the superintendent or designee. The superintendent or designee shall schedule a meeting on or before 10 school days ~~of~~ [after](#) receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials, and the superintendent or designee. At the superintendent’s or designee’s discretion, the district’s legal counsel may also attend the meeting. The superintendent or designee shall make ~~his/her~~ [a](#) decision on or before 10 school days ~~of~~ [after](#) the meeting. The superintendent or designee’s decision shall be final and binding on all parties.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 336.477](#)

[ORS 339.880](#)

[ORS 339.885](#)

[ORS 659.850](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (~~2012~~ [2018](#)).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

U.S. CONST. amend. I; U.S. CONST. amend. XIV.

OR. CONST., art. I, § 8.

Cross Reference(s):

IGDA - Student Groups

INB - Studying Controversial Issues

Reporting of Suspected Abuse of a Child

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, by any adult or by a student with whom the employee is in contact has abused a child, will immediately notify the Washington County Department of Human Services, or the local law enforcement agency. The district employee shall also immediately inform his/her supervisor, building principal or superintendent or designee.

The abuse of a child by district employees or by students will not be tolerated. All district employees are subject to this policy and the accompanying administrative regulation. If a district employee is a suspected abuser, reporting requirements remain the same. The district will designate the superintendent or designee to receive reports of the abuse of a child by district employees and specify the procedures to be followed upon receipt of an abuse report. The district will post in each school building the name and contact information of the person designated to receive child abuse reports, as well as the procedures the superintendent or designee will follow upon receipt of a report. In the event that the designated person is the suspected abuser, the chief human resource officer shall receive the report. When the superintendent or designee takes action on the report, the person who initiated the report must be notified.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

Upon request, the district shall provide records of investigations of suspected abuse of a child by a district employee or former district employee to law enforcement, Oregon Department of Human Services or Teacher Standards and Practices Commission.

Any district employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. The superintendent or designee shall notify the person initiating the report about actions taken by the district based on the report.

If a student initiates a report of suspected abuse of a child by a district employee in good faith, the student will not be disciplined by any district employee. Intentionally making a false report of the abuse of a child is a Class A violation.

The superintendent or designee will establish rules, procedures, work instructions and/or forms to be used in the child abuse reporting process, and implement such regulations as are necessary to accomplish the intent of this 242

policy and to comply with state law. Copies of this policy and applicable state laws will be given to all school employees.

The district shall establish written procedures to provide district staff training each school year in the prevention and identification of child abuse and on the obligations of school employees under Oregon Revised Statute (ORS) 419B.005 to 419B.050 and as directed by Board policy to report suspected the abuse of a child. In addition, an annual training for parents and legal guardians of students attending district schools shall be provided on the prevention, identification of abuse of a child and the obligation of school employees to report the suspected abuse of a child. Annual training designed to help prevent the abuse of a child will be made available to students attending district-operated schools.

END OF POLICY

Legal Reference(s):

[ORS 339.370 to -339.400](#)

[ORS 418.746 to -418.751](#)

[ORS 419B.005 to -419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Cross Reference(s):

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

KN - Relations with Law Enforcement and the Department of Human Services (DHS)

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that any person² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the [Chief Human Resources Officer] who shall also report to the Board chair.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Person" could include adult, student or other child.

³ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁴ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of the abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 to -339.400](#)

[ORS 418.257 to -418.259](#)

~~[ORS 418.746 to -418.751](#)~~

[ORS 419B.005 to -419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Cross Reference(s):

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

KN - Relations with Law Enforcement and the Department of Human Services (DHS)

Reporting of Suspected Abuse of a Child

It is the policy of this District that all District employees shall promptly comply with the statutory requirements concerning the reporting of a suspected child abuse.

Definitions

1. "Abuse" means:

- a. Any assault, as defined by ORS chapter 163, of a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given of the injury;
- b. Any mental injury to a child, which shall include only observable and substantial impairment of the child's mental or psychological ability to function caused by cruelty to the child, with due regard to the culture of the child;
- c. Rape of a child which includes but is not limited to, rape, sodomy, unlawful sexual penetration and incest, as those acts are defined in ORS chapter 163;
- d. Sexual exploitation including, but not limited to:
 - (1) Contributing to the sexual delinquency of a minor, as defined in ORS chapter 163, and other conduct which allows, employs, authorizes, permits, induces or encourages a child to engage in the performing for people to observe or the photographing, filming, tape recording or other exhibition which, in whole or in part, depicts sexual conduct or contact, as defined in ORS 167.002 (Definitions for ORS 167.002 to 167.027 or described in ORS 163.665 (Definitions for ORS 163.670 to 163.693 and 163.670 (Using child in display of sexually explicit conduct, sexual abuse involving a child or rape of a child but not including any conduct which is part of any investigation conducted pursuant to ORS 419B.020 (Duty of department or law enforcement agency receiving report) and which is designed to serve educational or other legitimate purpose; and
 - (2) Allowing, permitting, encouraging or hiring a child to engage in prostitution, as defined in Oregon Revised Statutes.
- e. Negligent treatment or maltreatment of a child including, but not limited to, the failure to provide adequate food, clothing, shelter or medical care. However, any child who is under care or treatment solely by spiritual means pursuant to the religious beliefs or practices of the child or the child's parents/guardians shall not, for this reason alone, be considered a neglected or maltreated child;
- f. Threatened harm to a child, which means subjecting a child to a substantial risk of harm to the child's health or welfare.
- g. Buying or selling a person under 18 years of age as describe in ORS 163.537 (buying or selling a person under 18 years of age).
- h. Permitting a person under 18 year of age to enter or remain in or upon premises where methamphetamines are being manufactured.

- i. Unlawful exposure to a controlled substance, as defined in ORS 475.005 (Definitions for ORS 475.005 to 475.285 and 475.840 to 475.980), that subjects a child to a substantial risk of harm to the child's health or safety.

"Abuse" does not include reasonable discipline unless the discipline results in one of the conditions described in paragraph (a) of this subsection.

2. "Child" means an unmarried person who is under 18 years of age.

3. "Public or private official" means:

- a. Physician, osteopathic physician, physician assistant, naturopathic physician, podiatric physician and surgeon including any intern or resident;
- b. Dentist;
- c. District employee including any licensed or classified person employed by the district;
- d. Licensed practical nurse or registered nurse;
- e. Employee of the Department of Human Resources, Oregon Health Authority, State Commission on Children and Families, Child Care Division of the Employment Department, the Oregon Youth Authority, a county health department, a community mental health program, a community developmental disabilities program, a county juvenile department, a licensed child-caring agency or an alcohol and drug treatment program;
- f. Peace officer;
- g. Psychologist;
- h. Member of the clergy;
- i. Social workers;
- j. Optometrist;
- k. Chiropractor;
- l. Certified provider of foster care, or an employee thereof;
- m. Attorney;
- n. Licensed professional counselor;
- o. Firefighter or emergency medical technician;
- p. A court appointed special advocate, as defined in ORS 419A.004 (Definitions);
- q. A child care provider registered or certified under ORS 657A.030 (Criminal History Registry) and 657.250 (Definitions for ORS 657A.030 and 657A.250 to 657A.450) to 657A.450 (Assistance to staff of facility);
- r. Member of the Legislative Assembly;
- s. Physical, speech or occupational therapist;
- t. Audiologist;
- u. Speech-language pathologist;
- v. Employee of the Teacher Standards and Practices Commission directly involved in investigations or discipline by the commission;
- x. Pharmacist;
- y. An operator of a preschool recorded program under ORS 657A.255 Preschool Recorded Program
- z. An operator of a school-age recorded program under ORS 657A.257 School-age Recorded Program.

4. "Law enforcement agency" means:

- a. Any city or municipal police department;

- b. Any county sheriff's office;
- c. The Oregon State Police;
- d. A county juvenile department.

District Employees Must Report

Any District employee having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Department of Human Services or to a law enforcement agency within the county where the person making the report is at the time of his/her contact. The District employee must also immediately inform his/her supervisor or building principal, and a written report must be submitted to the Public Safety Office. If the report involves a District employee as the abuser, the supervisor must also immediately notify the Chief Human Resource Officer. District employee-student privilege shall not be a ground for excluding evidence regarding a child's abuse in any judicial proceeding resulting from a report made.

A reasonable cause to believe that abuse exists does not require absolute proof or physical/visual evidence, only a suspicion of abuse.

District Volunteers Expected to Report

Any District volunteer having reasonable cause to believe that any child with whom the volunteer comes in contact has suffered abuse is expected to report this belief to the District employee with whom he/she works or the principal.

Failure to Comply

Any district employee who fails to report a suspected child abuse as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected child abuse or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined.

Content of Report

The verbal report to the Oregon Department of Human Services or the local law enforcement agency shall contain the following information (if known):

1. Names (including previous names) and addresses of the child and his/her parents or other persons responsible for his/her care;
2. Child's age and birth date;
3. The time of occurrence and the nature and extent of the abuse (including any evidence of previous abuse);
4. The explanation given for the abuse;
5. The identity of the perpetrator;
6. The primary and other sources of information regarding the abuse and any other information the reporter believes might be helpful in the investigation.

Investigation of Report

The Oregon Department of Human Services or the law enforcement agency is responsible for an immediate investigation of child abuse reports. In carrying out that responsibility, they may conduct an interview with the child at school or off site.

The District staff shall make every effort in suspected child abuse cases to cooperate with investigating officials as follows:

1. If the student is to be interviewed at the school, the principal or representative shall make a conference space available. The principal or representative of the school may at the discretion of the investigator, be present to facilitate the interview. Law enforcement officers wishing to interview or remove a student from the premises shall present themselves at the office and contact the principal or representative. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected child abuse, District employees shall not notify parents;
3. The principal or representative shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.
5. If a child is placed in protective custody, the Oregon Department of Human Service should promptly make reasonable efforts to ascertain the name and address of the child's parents/guardians. If the name and address can be ascertained, they should notify the parents/guardians that the child is in protective custody.

Confidentiality of Records

Documents, reports and records compiled by District employees pursuant to the provisions of the Child Abuse Act are confidential and are not accessible for public inspection. The principal or designee shall make such records available to any law enforcement agency, the Department of Human Services, the Teacher Standards and Practices Commission or a child abuse registry in any other state for the purpose of subsequent investigation of child abuse, and to any physician, at the request of the physician, regarding any child brought to the physician or coming before the physician for examination, care or treatment. However, prior to the disclosure of a disciplinary record the principal or designee shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record.

Immunity from Liability

Any District employee participating in good faith in the making of a report pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected child abuse may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected child abuse by a district employee in good faith, the student will not be disciplined by the Board or any District employee.

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that any person² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the licensed administrator who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Person" could include adult, student or other child.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave³ and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

A record of the findings of any substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

1. Oregon law recognizes these and other types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. "Child" means an unmarried person who is under 18 years of age or is under 21 years of age and residing in or receiving care or services at a child-caring agency.
3. A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report

³ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined up to and including dismissal.

Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations

Reporting Requirements Regarding Sexual Conduct with Students

Sexual conduct by district/school employees, contractors or agents¹ of the district, as defined by Oregon law and this policy, will not be tolerated. All district employees, contractors and agents of the district are subject to this policy.

The first two elements of the following definition will be considered sufficient cause for taking disciplinary action.

“Sexual conduct” as defined by Oregon law is any verbal or physical or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and district Board policy JHFE and JHFE-AR - Reporting of Suspected Abuse of a Child.

Any district/school employee, contractor, agent of the district, or volunteer who has reasonable cause to believe that another district/school employee, contractor, agent of the district or volunteer has engaged in sexual conduct with a student must immediately notify his/her immediate supervisor. The supervisor will begin an investigation and notify the designated human resource administrator as appropriate.

When the district receives a report of suspected sexual conduct by a district employee, the district may place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students, if available, while conducting an investigation. When the district receives a report of suspected sexual conduct by a contractor or agent of the district, the district may decide to suspend services of that contractor or place the agent in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An investigation is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, the district employee, the contractor, the agent of the district, or the student who is the subject of the report.

The investigation must meet any negotiated standards of an employment contract or agreement. If, following the investigation, the report is substantiated, the district will inform the district employee, contractor or agent of the district that the report has been substantiated and provide information regarding the appeal process. The district employee, contractor or agent of the district may appeal the district’s decision through an appeal process administered by a neutral third party. A substantiated report means a report of abuse or sexual conduct that: a) is supported by reasonable evidence; and b) involves conduct that the educational provider determines is sufficiently serious to be documented in the employee’s personnel file or the administrative file for the contractor or agent of the district. Notification to the Teacher Standards and Practices Commission (TSPC) will be made, as appropriate under Oregon law.

If the district employee, contractor or agent of the district decides not to appeal the determination or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee’s personnel file or in the administrative file for the contractor or agent of the district. The employee, contractor or

¹ An “agent” is a person authorized to act on behalf of another (called the principal) to create legal relations with a third party.

agent of the district will be notified that this information may be disclosed to a potential employer. The district will not serve as a reference for a contractor or agent of the district that has a substantiated report.

The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the superintendent or designee will follow upon receipt of a report. In the event that the designated person is the suspected perpetrator, the superintendent or designee shall receive the report. When the superintendent or designee takes action on the report, the person who initiated the report must be notified. When the superintendent is the suspected perpetrator, the Board chair shall receive the report.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a district employee, a contractor, or an agent of the district in good faith, the student will not be disciplined by the Board or any district employee.

The district will provide annual training to district employees, parents and students regarding the prevention and identification of sexual conduct. The district will provide to employees, contractors or agents of the district at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in Oregon Revised Statute ORS 339.374 for all district employees.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)

[ORS 418.746 - 418.751](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2012)

Cross Reference(s):

GCAB - Personal Electronic Devices and Social Media - Staff

JHFE - Reporting of Suspected Abuse of a Child

Suspected Sexual Conduct with Students and Reporting Requirements*

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFF – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the [Chief Human Resources Officer] who shall report the suspected sexual conduct to the Board chair.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee may be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 339.370 - 339.400

ORS 419B.005 - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 2136 (2021).

Senate Bill 51 (2021).